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ABSTRACT

Recommendations of the California Postsecondary Education Commission on proposed state-funded outreach and support service programs for ethnic minority and low-income postsecondary students are provided, along with descriptive data. With a focus on 1984-1985 budget issues, attention is directed to four types of programs at state institutions: developmental outreach, information outreach, retention, and comprehensive services. For the 12 major state-supported programs, information is provided on: the implementing agent, target group, year started, program objectives, program services, funding source, number of students served during 1982-1983, 1983-1984 funding, and evaluation provisions. Conclusions about each of the programs and information about current coordination/consolidation efforts are presented, along with 1984-1985 funding recommendations. Appendices provide: information on enrollment and program completion trends for Hispanics, Blacks, American Indians, Asians, and Filipinos for California State University, the University of California, and California community colleges. Detailed information about 10 equal educational opportunity programs is appended, including program history and objectives, funding history, students served through outreach and retention activities, and evaluation data. (SW)

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COMMISSION STAFF COMMENTS AND RECOMMENDATIONS ON EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS FOR THE 1984-85 BUDGET

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

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COMMISSION STAFF COMMENTS AND RECOMMENDATIONS
ON EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS
FOR THE 1984-85 BUDGET

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street, Sacramento, California 95814

Commission Report 84-18

June 1984

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ONE

INTRODUCTION TO THE PROGRAMS

This is the fourth consecutive annual report prepared by Commission staff that provides comments and recommendations to the Legislature on all existing and proposed State-funded outreach and support services and programs designed to increase and retain the number of low-income and ethnic minority students in the three public segments of California postsecondary education. It focuses specifically on issues relating to the 1984-85 Budget and includes comments and information presented to legislative committees in recently concluded hearings on the budget. As in previous reports, for the basis of these recommendations Commission staff has used the Commission's policies and principles as stated in its reports, Equal Educational Opportunity in California Postsecondary Education, Parts III and IV (1980 and 1982), both of which include detailed analyses of equal educational opportunity programs in California's public colleges and universities.

OVERVIEW

All three public postsecondary segments, as well as the State Department of Education and the California Student Aid Commission, administer programs designed to increase the number of low-income and ethnic-minority students who enroll in and graduate from college. These equal educational opportunity programs and services are funded through allocations by the federal and State governments, as well as through fees in the University of California. They are generally classified by their primary objectives and purposes: (1) developmental outreach, (2) informational outreach, (3) retention, and (4) comprehensive services, as follows:

1. Developmental Outreach: These programs seek to raise the academic aspirations or improve the academic preparation of students in junior and senior high school, so that they complete necessary college-preparatory courses, or students in Community Colleges, so that they can make the transition to four-year colleges after completing their Community College educational objectives.

2. Informational Outreach: These programs seek to provide information either about financial assistance and postsecondary alternatives generally, in order to facilitate access and admission into postsecondary education, or about a specific institution in order to facilitate recruitment into that institution.

3. Retention: These programs seek to strengthen the academic skills of students enrolled in college so that they can successfully complete their academic or vocational programs on time.

4. Comprehensive Services: These programs provide a broad range of services, including outreach, orientation, admissions, and retention, in order to increase the number of low-income and ethnic minority students who enroll in and graduate from college.

Currently, the State supports twelve major programs to provide these services for low-income and ethnic minority students, with current funding at approximately $2[illegible] million in State Funds and $13 million derived from student fee revenue fees. (These funding levels include financial aid granted under the Educational Opportunity Programs of the University of California and the California State University, and the Extended Opportunity Programs and Services of the California Community Colleges.)

Tables 1 through 4 provide a summary of information about programs of each type. A more thorough description of five of the programs that provided information for this report is included in Appendix B. Both the tables and these appendices are organized to provide the following ten facts about each program:

1. Name of the program;
2. Agent responsible for program implementation;
3. Target group served;
4. Year started;
5. Specific objectives;
6. Methods or services used to achieve these objectives;
7. Number of people served during 1983-84;
8. Agent responsible for evaluating relative success;
9. Funding level, 1983-84; and
10. Source of funding.

As noted in these tables, the Commission has had responsibility for evaluating some of these programs. For the other programs, Commission staff has reviewed or commented on evaluations conducted by other agencies and, when feasible, has conducted site visits to campuses. In its evaluations, Commission staff has been particularly concerned that programs promote the most effective use of resources and, to this end, expand cooperative efforts by educational institutions. Among the criteria it has used for these evaluations are the programs' objectives, their data management, their career orientation, their continuity of services, their coordination with other support services, and their involvement of non-college personnel, such as parents, community groups, business representatives, and local government officials.

In the following descriptions of the programs and the subsequent recommendations about their funding, these characteristics are frequently mentioned. For example, as later pages indicate, the Commission staff has found the data management of most Equal Educational Opportunity Programs to be acceptable. Recent reports and Commission site visits reveal that technical assistance to projects from systemwide office has also greatly improved resulting in more efficient program management, data collection and analyses. The exception to this continues to be the Extended Opportunity Program and Services under the California Community Colleges, which the Commission finds still lacking in adequate data collection, analyses, and technical assistance. The Commission also previously cited data collection and management problems for the Early Outreach and Academic Enrichment Program under the University of California. The problems and progress made to date under these programs are discussed in the following section, Conclusions About the Programs.

TABLE 1 Developmental Outreach Equal Educational Opportunity Programs Funded by the State of California, 1983-84

Characteristic	Early Outreach Program	Academic Enrichment Program	Mathematics, Engineering, Science Achievement (MESA)	University and College Opportunity Program
Implementing Agent	University of California.	University of California campuses at Berkeley, Davis, Irvine, and Santa Barbara.	Collection of 18 colleges, working in 16 centers and serving 138 high schools.	State Department of Education, working with 23 school districts.
Target Group	Ethnic minority students in grades 8-11 at approximately 191 junior high schools and high schools.	Ethnic minority students in grades 10-11 at 25 high schools.	Underrepresented minority students in grades 9-12.	Ethnic minority and low income students in high school.
Year Started	Partnership: 1976; Partners: 1978	1979	1970	1979
Program Objectives	To increase the number of low-income and minority students who are eligible to enroll in public four-year colleges.	To increase the enrollment of ethnic minority students in postsecondary education through the involvement of University faculty in developmental enrichment programs for secondary schools.	To increase the number of minority students with the academic background necessary to pursue a university or college education in a math-based field.	To increase the number of ethnic minority and low-income students who are eligible for and enroll in four-year colleges.
Program Services	Academic advising; Role model presentations; College and university visits; Dissemination of printed material;	Summer academic enrichment projects; Academic advising; Field trips and campus tours; Tutorial services;	Tutoring; Academic and career counseling; Field trips; Summer enrichment and employment programs; Scholarship incentive awards.	Tutoring; Academic and career counseling; Field trips; Staff development; Instructional and curriculum improvement.

(continued)

TABLE 1 (continued)

Characteristic	Early Outreach Program	Academic Enrichment Program	Mathematics, Engineering, Science Achievement (MESA)	University and College Opportunity Program
Program Services (continued)	Parent meetings; Field trips; Summer enrichment programs; Tutorial Services Counseling on financial aid, college, and careers.	Scholarship incentive awards; Summer residential programs.		
Number of Students Served During 1982-83	8,933 junior high school students and 11,451 senior high school students.	737	4,015	4,000
1983-84 Funding	$2,303,000	Approximately $200,000	$1,044,000	$190,000*
Funding Source	75% State General Fund; 25% Educational Fees.	State General Fund.	65% State General Fund; 35% private industry and foundation grants.	State General Fund.
Evaluation Component	The University has the responsibility for program evaluation, and some impact data are available.	The University has the responsibility for program evaluation, and some impact data are available.	The MESA staff makes annual reports to its governing board about the number of students served at each center. In addition, an outside evaluation of MESA has been completed by the Center for the Study of Evaluation at UCLA, through funds provided by the Hewlett Foundation.	Not available

*State General Fund supports coordination and technical assistance by the State Department of Education. School activities are funded from a variety of State, local, and federal sources, as each district deems appropriate.

Source: Reports provided to the Commission by each program.

TABLE 2 Informational Outreach Equal Educational Opportunity Programs Funded by the State of California, 1983-84

Characteristic	California Student Opportunity and Access Program (Cal-SOAP)	University Immediate Outreach
Implementing Agent	Five consortia of two-year and four-year colleges working with secondary schools.	All nine University of California campuses.
Target Group	Low-income ethnic minority students in secondary schools and Community Colleges.	Ethnic minority students in the twelfth grade and Community Colleges.
Year Started	1979	1978
Program Objectives	To expand postsecondary opportunities for low-income high school students, and to assist low-income Community College students transfer to four-year institutions.	To increase the number of under-represented ethnic minority and low-income students who apply to and enroll in the University of California.
Program Services	Postsecondary education and financial aid advisement; Tutoring; Coordinated information dissemination; Summer residential programs; Field trips; Skills development seminars; Career seminars.	Campus visits; High school visits; Publications; Cultural activities; Admissions counseling sessions; Peer counseling.
Number of Students Served During 1982-83	Approximately 10,000 students receive counseling and tutoring services and/or benefit from coordinated information dissemination.	867
1983-84 Funding	$700,925	$596,000
Funding Source	$275,225 from the State General Fund, and $425,700 from institutional matching funds.	75% State General Fund; 25% Educational Fees.
Evaluation Component	The California Postsecondary Education Commission has the responsibility for evaluation and published its final evaluation in February 1983.	The University has the responsibility for program evaluation.

Source: Reports provided to the Commission by each program.

TABLE 3 Retention-Oriented Equal Educational Opportunity Programs Funded by the State of California, 1983-84

Characteristic	Student Affirmative Action Support Services	University Minority Engineering Program
Implementing Agent	All nine University of California campuses.	Fourteen projects at selected four-year public and independent universities.
Target Group	Ethnic minority and low-income students enrolled in the University of California.	Underrepresented minority students enrolled in engineering and computer science baccalaureate programs.
Year Started	1976	1982
Program Objectives	To increase the number of ethnic minority and low-income students who successfully complete their University education.	To increase the number of under-represented minority students who graduate with B.S. degrees in engineering, computer science, and related fields.
Program Services	Summer transitional programs; Counseling and advising on both academic and personal matters; Learning skills assistance; Tutoring and instructional assistance; Career planning and advising on graduate and professional schools.	First-year transition support; Professional counseling; Student study center; Career development and summer jobs; Financial aid and scholarship assistance.
Number of Students Served During 1982-83	Unduplicated number not available.	1,795
1983-84 Funding	$1,406,000	$1,4000,000
Funding Source	75% State General Fund; 25% Educational Fees.	50% State General Fund; 50% private sources.
Evaluation Component	The University has the responsibility for program evaluation.	The MESA statewide office will gather data to assess program impact.

Source: Reports provided to the Commission by each program.

TABLE 4 Comprehensive Equal Educational Opportunity Programs Funded by the State of California, 1983-84

Characteristic	Core Student Affirmative Action Program	Educational Opportunity Program	Educational Opportunity Program	Extended Opportunity Programs and Services
Implementing Agent	All 19 State University campuses.	The California State University.	University of California.	California Community Colleges.
Target Group	Ethnic minority students in senior high schools and enrolling in the State University	Low-income and ethnic minority students with "disadvantaged" educational and economic backgrounds.	Low-income ethnic minority students who need academic support services.	Low-income students
Year Started	1979	1969	1964	1969
Program Objectives	To increase the number of ethnic minority students who gain admission to college and successfully complete their education.	To increase the enrollment and retention rate of low-income, educationally disadvantaged ethnic minority students who may not meet the State University's regular admission criteria.	To increase the enrollment and retention rate of low-income ethnic minority students attending the University.	To increase the enrollment and retention rate of people handicapped by language or social and/or economic disadvantages.
Program Services	Diagnostic testing; Economic counseling; Tutorial programs; Home visits with parents; Use of bi-lingual materials; Counseling and advising; Campus tours; Academic advising.	Financial assistance; Tutoring; Counseling; Academic advising; Summer orientation sessions; Diagnostic testing.	Financial assistance; Tutoring; Counseling; Academic advising; Summer orientation sessions; Diagnostic testing.	Financial assistance; Tutoring; Counseling; Academic advising; Basic skills instruction; Career planning and job placement.

(continued)

TABLE 4 (continued)

Characteristic	Core Student Affirmative Action Program	Educational Opportunity Program	Educational Opportunity Program	Extended Opportunity Programs and Services
Number of Students Served During 1982-83	47,777 admissions	Approximately 17,000, with 30,000 others receiving admissions services.	Approximately 10,000.	Approximately 68,000.
1983-84 Funding	$2,275,293	$6,903,000*	$2,400,000*	$14,435,188*
Funding Source	State General Fund	State General Fund	Registration Fee revenues	State General Fund
Evaluation Component	The California Postsecondary Education Commission and the State University cooperatively develop and implement an evaluation framework. Two reports are currently available.	The State University Chancellor's Office completed a limited program evaluation in 1978. Campus annual reports and system-wide data base serve as a basis for evaluating the academic achievement of the students.	No evaluation has been planned.	The Chancellor's Office of the California Community Colleges has the responsibility for program evaluation. In 1976, a program evaluation was prepared by the Educational and Training Institute. During the past year, the Chancellor's Office has established a process to update and improve evaluation strategies for EOPS in the 1980s.

*The 1983-84 funding levels shown do not include funding for student financial aid.

Source: Reports provided to the Commission by each program.

TWO

CONCLUSIONS ABOUT THE PROGRAMS

EARLY OUTREACH AND ACADEMIC ENRICHMENT PROGRAMS, UNIVERSITY OF CALIFORNIA

The objective of the Early Outreach Program and Academic Enrichment Program of the University is to increase the number of underrepresented ethnic minority students who achieve eligibility for admission to public four-year colleges. All nine of the University's campuses conduct Early Outreach Programs, and four offer programs titled "Academic Enrichment." The other five carry out many academic enrichment activities as part of their Early Outreach Programs where no formal Academic Enrichment Program exists. Regardless of title, the primary services offered by the Early Outreach and Academic Enrichment Programs are academic advising, tutorial and learning skills service, college and career counseling, parent meetings, campus tours, and summer bridge programs.

Outcome data for the Early Outreach Program, begun in 1975, have been available for the last several years. Comparable data on the Academic Enrichment Program were made available for the first time this year at the request of Commission staff. This past March, the President's Office of the University submitted to the Legislature and the Commission two reports, An Audit of the Evaluation Systems for 1982-83 SAA Program, and Evaluation of Early Outreach and the Academic Enrichment Program. The audit, conducted by the Center for the Study of Evaluation at UCLA, concluded that:

> Overall, we felt that the data generated were valid and reliable. The campuses typically had documentation to support the statistical tables they provided to the Office of the President, and the numbers reported generally were traceable to the documentation. Selected reported figures, for the most part, were reproducible. And the procedures described typically yielded accurate, reliable, and valid data. Where problems existed they tended to be minor and easily correctable.

According to the outcome data, both the Early Outreach and Academic Enrichment efforts have yielded good results in meeting their goals of motivating students toward postsecondary education in general, counseling these students to take requisite courses, and providing resources to aid these students in succeeding in these courses. Specifically, University of California system-wide office reports:

1. During 1982-83, 21,121 students at 1,354 junior and senior high schools were served by one or both of these programs -- an increase over 1981-82 of 14 percent in the number of students and 32 percent in the number of schools served.

2. Of all the programs' high school graduates in the class of 1983, 70.3 percent went on to a postsecondary institution.

3. The eligibility rate of these graduates for entering the University was 24.1 percent.

4. Of the graduates, 26.5 percent enrolled at the University of California or in the California State University.

Overall, the evaluation found that participants in the ninth, tenth, and eleventh grades are on track toward entering a college or university, and by enrolling in college-preparatory classes are likely to perform at a level to gain admission.

Commission staff finds the University's evaluation report generally acceptable, but the report raises two questions for future discussion.

1. Only two or three campuses appear to be responsible for the increases in the enrollment and retention of underrepresented ethnic minority students. This variation of program outcomes among campuses raises the issue of what the University might be able to do to improve the situation. Perhaps a full-scale study comparing these and other campuses such as Davis, which continues to show negligible increases in spite of the resources expended, is needed at this time.

2. The report contains no specific outcome data or conclusions regarding the four Academic Enrichment Program pilot projects originally funded separately from the Early Outreach Program. Many Academic Enrichment activities are carried out on the majority of campuses under their existing Early and Immediate Outreach Programs, but while the report separates information on the goals and objectives as well as the number and characteristics of students served by the Academic Enrichment Program from the Early Outreach Program, it combines outcome data and conclusions about the two programs. This lack of differentiation in the report, together with the offering of Academic Enrichment-like activities by other programs, leads Commission staff to conclude that two separate programs are no longer needed.

CORE STUDENT AFFIRMATIVE ACTION PROGRAM, THE CALIFORNIA STATE UNIVERSITY

The Core Student Affirmative Action (SAA) Program is designed to increase the number of underrepresented ethnic minority and low-income students who enroll in and graduate from the California State University. Unlike many students in the Educational Opportunity Program of the State University, Core-SAA students are regularly admissible. A secondary purpose of Core-SAA is to work with secondary schools and Community Colleges to increase the number of target students who are regularly admissible candidates. Several campuses have initiated Core-SAA activities for students below the eleventh grade level as a means of directing more of these students into areas of academic study that will increase their opportunity to be regularly admissible to, and complete their programs at, the State University. Services along

these lines are considered vital to increasing the participation of underrepresented groups in postsecondary education in general and in the State University in particular.

The three functions of Core-SAA are outreach, retention, and educational enhancement. The Commission reviewed these activities and their outcomes during the program's fourth year of operation in 1982 with the expectation of undertaking a more thorough and comprehensive assessment by the end of 1983. In view of the program consolidation effort currently underway for the State University's Core-SAA and Educational Opportunity Programs, the Commission has elected to postpone such an evaluation until this effort is complete.

Most current information provided by Core-SAA's annual report of activities indicates that the program, now operational on all 19 campuses, is meeting the goals of serving underrepresented students via outreach, retention, and educational enhancement efforts. Earlier, the Commission staff found that a number of campuses had not been successful in establishing intersegmental outreach efforts and in coordinating Core-SAA efforts with their other existing outreach activities. Most current data indicate that progress is being made on a number of campuses in this regard. A number of campuses report more active involvement or leadership in developing intersegmental committees of secondary and postsecondary representatives designed to better coordinate outreach activities. Commission staff anticipates documenting evidence of these improvements when it undertakes its comprehensive evaluation of Core-SAA sometime during the next year.

EDUCATIONAL OPPORTUNITY PROGRAM OF THE CALIFORNIA STATE UNIVERSITY

The State University's Educational Opportunity Program (EOP) focuses on students who have high academic potential and motivation to attend college but who might not otherwise attend due to previous academic, economic, and social disadvantages. These students may therefore be admitted either as regularly admissible or as an exception to regular admissions. A number of services are provided under the Program as a means to enroll and retain these students -- among them, recruitment, admissions assistance, pre-enrollment services, orientation, financial assistance, special summer program, and special retention services such as peer tutoring and academic and personal counseling.

Information on the activities and outcomes of EOP at the State University is provided in annual reports that Commission staff finds to be among the most comprehensive reports of all equal educational opportunity programs. The EOP reports show decreases during recent years in the number of students recruited and retained through graduation, which may be a function of decreased federal financial aid and increased student fees since 1980. Nonetheless, EOP continues to serve a large number of new and returning ethnic minority students in the State University of any equal educational opportunity program -- some 17,000 new and returning students during 1982-83. The current 91 percent retention rate among first-year enrollees points to an increasing focus on retention by its staff. Thus EOP continues to play an important

role in providing access and support for low-income and ethnic minority students who do not meet regularly admissible criteria but have the potential to succeed.

MESA (MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT)

The goal of MESA, which originated in 1970 at Oakland Technical High School, is to increase the number of secondary students from ethnic groups who major in mathematics, engineering, and the physical sciences in college. It meets its objectives through a variety of activities for high school and college students including tutorial services, academic advising, motivational workshops, lecture services, campus and worksite visitations, and summer study and employment. It derives fiscal and personnel support from major corporations committed to increasing technical employment opportunities to ethnic minority college graduates. Currently, its 17 California sites serve more than 4,000 students, and it is now being replicated in Arizona, Colorado, New Mexico, New York, and Washington.

An independent study of MESA in 1982 concluded that it is successfully expanding the pool of ethnic minority students who undertake and complete courses in high school that they need to pursue mathematics and science-based fields in college. Data from MESA's systemwide office reveals that in 1982, of the MESA high school graduates enrolled in college, 68 percent chose math-based fields. Of the 890 high school graduates served by MESA in 1983, 93 percent intended to enroll in college, and 61 percent intended to major in a math-based field.

MINORITY ENGINEERING PROGRAM

The Minority Engineering Program (MEP), begun over ten years ago at California State University, Northridge, and transferred to the MESA statewide office in 1983, is replicated from models at other institutions across the country. Its goal is to improve the retention rates of ethnic minority students undertaking engineering in California's colleges and universities. Under MESA, MEP operates at 14 California postsecondary institutions. Its support is derived from MESA's funding, with supplemental funding from the Investment in People allocation to the University of California and the California State University.

Through services including but not limited to assisting students in admission, financial aid, academic counseling, and supervised study centers with tutorial assistance, MEP seeks to implement on each of its 14 campuses a supportive community of minority students, program staff, and faculty within the engineering school. Outcome data on the program as a whole is not yet available, but MEP anticipates that 1,795 students will be served by the 14 institutions during 1983-84, as compared with 1,000 in 1982-83. The ethnic and gender composition of its students has remained the same for the past two years: 41 percent Hispanic, 41 percent Black, and 31 percent women. Approximately 85 percent of its students are engineering majors, with the balance in computer sciences.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (CAL-SOAP)

The California Student Opportunity and Access Program (Cal-SOAP) was initiated in 1979 to establish interinstitutional pilot projects to: (1) increase accessibility into postsecondary education for low-income and Community College students; (2) reduce duplication in outreach and recruitment efforts among the postsecondary segements, and (3) engage college students as peer counselors for low-income high school students.

On a competitive basis, four projects throughout the State were funded by the Student Aid Commission for 1983-84 at a total cost of $275,000. These four were located in Alameda County (East Bay Consortium), San Diego County (San Diego Consortium), Solano-Yolo Counties (Project SUCCESS), and Orange County (South Coast EOP/S Consortium). An additional $39,000 was awarded to the San Diego County project to develop a junior high school Cal-SOAP component.

The four projects reported that 7,800 secondary school and Community College students were served through a variety of activities, such as motivational programs for students and parents, tutoring, and academic counseling. In addition, each project coordinated and disseminated information to target students about postsecondary education.

Based on the Commission's 1983 evaluation of Cal-SOAP projects in 1982, which concluded that three years of experimentation had demonstrated substantial benefits from the Cal-SOAP projects to provide services to ethnic minority and low-income secondary students via interinstitutional outreach services, the Commission supported SB 800 (Hart) of 1983 to extend Cal-SOAP's enabling legislation. Citing that the Cal-SOAP effort has reduced duplication of efforts by colleges and enhanced the services provided to students, the bill was passed and called for an increased emphasis on serving secondary students and involving secondary school districts.

EDUCATIONAL OPPORTUNITY PROGRAM AND SERVICES, CALIFORNIA COMMUNITY COLLEGES

No evaluative information has been provided to the Commission as requested of the Educational Opportunity Program and Services (EOPS) of the California Community Colleges for the purpose of this report. However, some progress has been made by the Chancellor's Office of the Community Colleges in obtaining more data on students in the program, its services, and its outcomes through a new effort, the EOPS Operational Program Review. This evaluation process is an outgrowth of a special study group convened by the Chancellor's Office to develop a mechanism to assess the efficacy of EOPS, which now operates on all 107 Community College campuses. Under contract with the Center for Evaluation and Research of UCLA, the Operational Program Review process includes a site visit to each campus by a four-member team: a staff member of the Chancellor's Office; a representative of the UCLA Center; an EOPS director; and an observer from either the Legislative Analyst's Office, the State Department of Finance, or the Postsecondary Education Commission. To date, Commission staff members have been observers on four of the visits

scheduled for fiscal year 1983-84. Funding that limits evaluations to only 20 campuses per year will not permit the completion of the Operational Program Review until 1989. This is perhaps the most significant disadvantage of the process, and the Commission staff hopes that funds and staff can be made available to allow this review to be completed in no less than one more year, or June 1985.

In addition to implementing the Operational Program Review process, the Center for Evaluation and Research recommended that the Chancellor's Office seek support to implement a comprehensive data-management system to measure the progress of EOPS in serving its designated target groups. To the Commission's knowledge, no action has been taken on this recommendation. Consequently, the validation and evaluation efforts of the review process are inhibited by the lack of data on all EOPS students. The prevailing problem cited by EOPS staff in gathering such data is that the type of information needed both for validation and evaluation purposes and to aid in counseling and tracking EOPS students is either not normally generated by their college or is not available at the right time.

The four site visits in which Commission staff have participated yielded adequate quantitative data and useful qualitative information for evaluating the EOPS activities of these four colleges and indicates that the Operational Program Review process is an effective evaluation tool. However, Commission staff believes that some of the problems uncovered by the visits would have been best handled via ongoing technical assistance between the Chancellor's Office and the colleges. Commission staff observed that EOPS directors and staff were receptive to the review process and amenable to suggestions and recommendations emanating from the visiting team. This would suggest that more interaction between the field and the Chancellor's Office staff than currently exists would also be welcomed. In light of the demographic, economic, and social changes which have evolved since the initiation of EOPS 14 years ago, the piecemeal approach to evaluation which is currently underway via the Operational Program Review process, and the lack of ongoing technical assistance to institutions from the Chancellor's Office lead the staff to recommend that the Chancellor's Office identify resources to undertake a more comprehensive assessment of EOPS.

In addition, there may be as many minority non-EOPS students as there are EOPS students who need the kinds of services offered only by EOPS. An accelerated review of EOPS would assist the State in determining this fact as well as in learning from the successes and failures of EOPS what might better serve the growing number of minority students, irrespective of their income status. Because of this, a reassessment of EOPS is important at this time. While expecting more accountability from EOPS as the only program in the Community Colleges directed at ethnic minority and low-income students, the State might also consider the need to initiate activities to serve minority students at broader income levels than can be accommodated by EOPS.

THREE

CURRENT EFFORTS FOR COORDINATION AND CONSOLIDATION

Two activities were mandated by the 1983-84 Budget and its Supplemental Language in response to concerns raised by both the Legislative Analyst and the Commission about the goals, management, and evaluation of equal educational opportunity programs: (1) creation of the Ad Hoc Task Force on Equal Educational Opportunity Policy, and (2) development of a plan to consolidate equal educational opportunity programs within the University of California and the California State University.

AD HOC TASK FORCE ON EQUAL EDUCATIONAL OPPORTUNITY POLICY

Representatives of the public secondary and postsecondary education systems were selected to serve on this Ad Hoc Task Force, which was directed by the Legislature to work with the Commission in preparing a State plan to implement policies for equal educational opportunity efforts that will:

1. Place expanded responsibility for strengthening college preparatory curricula for minority and low-income students with the secondary schools;

2. Propose developmental outreach efforts of tutoring and academic enhancement for secondary school students that involve the active and coordinated effort of secondary and postsecondary educators;

3. Place greater responsibility for the delivery of informational outreach services on intersegmental efforts in the geographical areas where they seem most appropriate;

4. Propose an evaluation strategy to be used by the Commission in its annual review of all State-funded equal educational opportunity programs so that comprehensive and comparable information is available about the operations and effectiveness of each program.

The Ad Hoc Task Force has met to prepare a document outlining the State plan called for by the Legislature to achieve these objectives. A preliminary draft of this document will be submitted to the Legislature in the summer of 1984.

PLAN TO CONSOLIDATE EQUAL EDUCATIONAL OPPORTUNITY, STUDENT AFFIRMATIVE ACTION, AND OTHER APPROPRIATE PROGRAMS AND SERVICES WITHIN THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY

Concern regarding overlapping and duplication of services and a lack of coordination prompted the Legislature to direct both the University and the

State University to prepare a "plan to consolidate all equal educational opportunity, student affirmative action, and other appropriate programs and services" to be submitted to the Legislature by June 1984. While "consolidation" was not explicitly defined, budget language requires that these plans:

1. Allow sufficient flexibility in the implementation of the concept so that each campus has the ability to adopt a model which is responsive to local campus needs;

2. Allow for the continuation of all necessary services provided by these programs;

3. Restructure the programs based on an appraisal of the effectiveness of existing services;

4. Include a process for the distribution of program funds which recognizes and rewards institutional effectiveness in achieving the objectives of the program; and

5. Emphasize the active involvement in the operations of the program by senior administrators and faculty, with equal educational opportunity efforts defined as comprehensive institutional efforts coordinating all existing campus resources.

Regarding the aim of consolidation, the University of California reports that the goals of consolidation will be achieved through improved coordination, using the structure outlined in its Student Affirmative Action Five-Year Plan (due to the Legislature June 1984). The Commission will review this plan to ascertain if this is the case. On the other hand, the California State University is now involved in an extensive campus-by-campus review and planning process. Guidelines have been prepared by the Chancellor's Office staff restating budget language intent and providing definitions of what a "consolidated" effort might entail. Each campus will prepare a plan for review by the Chancellor's Office, with the final decisions on the State University consolidation plan pending the outcome of these processes.

In his review of the 1984-85 Governor's Budget, the Legislative Analyst has raised only one issue relative to the funding of equal educational opportunity programs -- namely, anticipation that the consolidation of programs will result in General Fund savings.

The California Postsecondary Education Commission believes that the elimination of duplication through improved coordination and cooperation will result in more efficient utilization of State resources devoted to equal educational and student affirmative action. However, the Commission staff believes that more "efficient utilization" of the State's resources should not necessarily result in less financial support. Equal educational opportunity programs are designed to increase the pool of academically prepared ethnic minority students who enter and graduate from California's postsecondary institutions. The growth in numbers and diversity of needs of ethnic minority students, coupled with evidence of decreased enrollment of Black students, may warrant funding at previous or higher levels, as programs are realigned to maximize resources and services for identifying and assisting more students.

The Commission staff will review the consolidation plans of the University and the State University with the view that they insure that their equal educational opportunity programs are student centered, that resources are channeled to meet the diverse needs of students, and that the State's commitment to equal educational opportunity will continue to be expressed by adequate funding.

FOUR

RECOMMENDATIONS FOR FUNDING OF EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS, 1984-85

In order to increase substantially the number of low-income and ethnic minorities who attend and graduate from California's public postsecondary institutions, the Commission staff recommends that the Legislature give priority funding to programs that place emphasis on the following three strategies, each of which has been endorsed in previous equal educational opportunity reports adopted by the Commission:

1. Improving the academic preparation of low-income and ethnic minority students while they are enrolled in grade school and high school;

2. Increasing the retention of low-income and ethnic minority students enrolling in college and particularly those majoring in mathematics and science-based disciplines; and

3. Assisting Community College minority students to complete their academic objectives at these colleges in order to increase their transfer rate to four-year institutions.

In addition to funding programs that emphasize these strategies, the staff recommends that the State fund, and expand where resources permit, programs that:

4. Reflect interinstitutional rather than individual institutional efforts and include cooperative relationships with other nearby colleges and universities;

5. Involve active and coordinated efforts by secondary and postsecondary educators, working intersegmentally within a region when possible;

6. Recognize and reward institutional effectiveness in achieving program objectives;

7. Include a comprehensive data management component so that information about the number and characteristics of students served and the impact of services is available; and

In addition, programs funded should continue to promote the State's ongoing commitment to provide financial assistance and comprehensive academic support for students from low-income and disadvantaged educational and cultural backgrounds who are admitted to two- and four-year colleges and have demonstrated the motivation and potential to succeed academically.

Within the framework of these eight strategies, the staff offers the following specific recommendations regarding the funding of equal educational opportunity programs for the 1984-85 Budget:

FUNDING OF EXISTING PROGRAMS

Table 5 on the following page lists the 1983-84 and proposed 1984-85 State funding for equal educational opportunity programs discussed in this report. With the exception of the Community Colleges' Extended Opportunity Programs and Services (EOPS), the Commission staff recommends approval of all funding levels contained in the Governor's Budget for equal educational opportunity and student affirmative action by the University of California, the California State University, the Student Aid Commission for Cal-SOAP, and the State Department of Education for MESA.

In view of the lack of evaluative data on EOPS students and outcomes, Commission staff feels that it cannot recommend proposed funding levels nor the augmentation requests by the Chancellor's Office staff. As previously discussed in Part Two of this report, the Operational Program Review of the Chancellor's Office has begun to address these evaluative concerns; but the proposed scheduling of these reviews over the next four years will not allow the comprehensive overview and assessment of EOPS that the Commission staff believes is now warranted.

EXPANDING EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

If the Legislature wishes to augment equal educational opportunity, the Commission staff believes that priority should be given to additional funding as follows:

1. Provide sufficient funds to the California Student Aid Commission to increase the number of Cal-SOAP projects funded for 1984-85 from four to five or six.

In extending Cal-SOAP to 1987 by passing SB 800 (Hart) last year, the Legislature recognized that this program has successfully realized its goal of developing intersegmental activities designed to increase both the pool of low-income and ethnic minority students eligible to attend postsecondary institutions and the number being admitted. The Legislature also found that Cal-SOAP had been effective in minimizing the duplication of efforts among the segments and institutions, thereby insuring a more student-centered and less institution-centered approach to working with targeted students. The Commission staff believes that Cal-SOAP has validated its effectiveness and should be extended beyond those geographic areas where the four existing projects have proven effective. In turn, the Commission voted in 1983 to support SB 800 (Hart) which extends the Cal-SOAP effort for another five years.

In its call for proposals from both existing and proposed new projects, the Student Aid Commission noted its intent to expand Cal-SOAP based on its proven effectiveness. However, the proposed 1984-85 Budget level proposal does not allow for expansion, but instead, if more projects are funded, a lessening of resources for each project below a level proven necessary to

TABLE 5 1983-84 and Proposed 1984-85 State Funding of Equal Educational Opportunity and Student Affirmative Action Programs

	1983-84	Governors Budget 1984-85	Change	Increase
UNIVERSITY OF CALIFORNIA				
Faculty and Staff Affirmative Action	$ 2,455,000	$ 2,955,000	$ + 500,000	
Student Affirmative Action	5,884,000	5,884,000		
Educational Opportunity Program	9,300,000	9,300,000		
Academic Enrichment Program	201,000	201,000		
Graduate Affirmative Action	150,000	650,000	+ 500,000	
Graduate Opportunity Fellowship Program	2,100,000	2,100,000	+1,000,000	+ 5.0%
TOTAL	$20,090,000	$21,090,000		
General Funds	5,471,000	12,940,000	+7,469,000	
University Opportunity Fund	1,600,000	1,600,000		
Student Educational Fees	9,219,000	2,250,000	-6,969,000	
Student Registration Fees	3,800,000	3,800,000		
Endowments	-0-	500,000	+ 500,000	
THE CALIFORNIA STATE UNIVERSITY				
Core Student Affirmative Action Program	$ 2,571,000	$ 2,797,000	+ 226,000	
Educational Opportunity Program (including grants)	14,588,000	16,005,000	+1,417,000	
TOTAL	$17,159,000	18,802,000	+1,643,000	+ 9.6%
CALIFORNIA COMMUNITY COLLEGES				
Extended Opportunity Programs and Services (EOPS) (including grants)	$24,691,000	$25,701,730[1] 9,961,270[2] $35,663,000	+1,010,730 +9,961,270 10,972,000	+44.0%[3]
CALIFORNIA STUDENT AID COMMISSION				
California Student Opportunity and Access Program (CAL-SOAP)	$ 329,000	$ 348,000	+ 19,000	+ 6.0%
STATE DEPARTMENT OF EDUCATION				
Mathematics, Engineering, Science Achievement, and Minority Engineering Program	$ 1,751,000	$ 1,751,000		

1 COLA (Cost-of-Living-Adjustment) at 3 percent.

2 Total to be made available for financial aid to offset the recently imposed tuition of $50.00 per semester (full-time) and $30.00 (part-time) in the Community Colleges. These funds, however, will not be administered by the EOPS program.

3 Increase reflects COLA and financial aid for tuition offset.

Source: Legislative Analyst, 1984.

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accomplish Cal-SOAP's goals. Commission staff thus supports the efforts now underway to obtain additional resources to expand the Cal-SOAP effort to other areas of the State.

2. Provide to MESA (Mathematics, Engineering, Science Achievement) and MEP (Minority Engineering Program) an augmentation to cover cost-of-living increases that neither program has received for the past two years.

The statewide office of MESA has requested an augmentation of $400,000 for 1984-85 to cover mandated increases in personnel costs due to salary cost-of-living adjustments, merit adjustments and fringe benefit increases for its staff which are University and State University employees. Based on information provided by MESA and in view of the fact that MESA has been forced to divert funds intended for student services to supplement the required increases in personnel costs without any increase in State support since 1982-83, Commission staff has concluded that this augmentation request has merit and should be supported.

In addition, since 1982-83, one-third of the State's funding for MESA has been channeled to the Minority Engineeering Program (MEP) of MESA. MEP was established because it was clear that while MESA services in the secondary schools were successful in increasing the numbers of ethnic minorities enrolling in math-based disciplines in college, the retention rate of these students was discouragingly low.

MESA/MEP student participation rates have increased from 4,500 students in 1982-83 to a projected 6,000 in 1984-85, with the State funding remaining at $1,351,000 since 1982-83. Estimates provided by MESA indicate a real need of $600,000 to correct the situation created by the lack of personnel cost adjustments, the increased number of students served by the program, and the expanded college retention effort of MEP. Thus the Commission staff believes the $400,000 augmentation request is conservative.

3. Provide State support to continue and expand the Professional Development Program (PDP)

In the Commission staff's 1983 report on the budget for equal educational opportunity programs (1983b), the staff recommended State support for the Professional Development Program (PDP) at the University of California, Berkeley. A major source of PDP's support -- federal funding -- ended June 30, 1983, and since that time, it has managed to continue operating -- although at a greatly reduced level -- with a combination of support from industry and the University. PDP continues to evidence success in raising the grade-point average and increasing the retention rate of ethnic minority students enrolled at Berkeley. The pre-college component of the PDP program that begins in feeder high schools and continues through the undergraduate level provides a concentrated approach to helping students improve their competence and grades in mathematics, science, and English courses. Thus PDP represents an effective secondary-postsecondary cooperative activity which has had a positive impact on increasing the retention rates of ethnic minority students at the University of California at Berkeley.

4. Provide funding, as stipulated in SB 813 (Hart), for the California Academic Partnership Program (CAPP).

The California Academic Partnership Program, to be administered by the Chancellor's Office of the California State University, is designed to improve the academic preparation of a larger number of underrepresented ethnic minority students through a combination of direct and indirect services. Projects proposed for funding under the CAPP legislation utilize a variety of approaches to meeting this objective:

- Planning for curricular revision or enhancement and instructional change at the secondary level;
- Activities for postsecondary faculty to work in partnership with secondary school teachers in an effort to improve the academic quality of college preparatory instruction;
- Providing direct services to students that will enhance their ability to benefit from college preparatory curricula;
- Sponsoring in-service training activities to increase the college aspirations of students from groups with low participation rates in postsecondary education.

Projects will be selected for funding on a competitive basis by the Chancellor's Office in consultation with an advisory committee composed of secondary school teachers and curriculum specialists, and Cal-OSAP project director, and representatives from the Community Colleges, the California State University, the University of California, and the California Postsecondary Education Commission.

Commission staff supports the types of activities and relationships proposed under the CAPP legislation as consistent with the Commission's assessment of those strategies and services that have proven effective in achieving the aims of the equal educational opportunity policy. Commission staff recommends that funds be provided in the 1984-85 budget for CAPP projects.

5. Encourage transfer of ethnic minority students from Community Colleges to four-year institutions

Currently several projects are underway and several bills are under discussion in the Legislature that seek to remedy the low rates of ethnic minority student transfer from Community Colleges to four-year institutions. Among these are pilot projects funded by the Ford Foundation at several California Community Colleges, a variety of local institutional and regional intersegmental activities to identify prospective transfer students and provide support services to increase their likelihood of transferring, a bill that would establish Transfer Centers at all Community Colleges and a bill requiring data regarding the number of EOPS students who transfer to four-year colleges. In addition, although not aimed directly at ethnic minority students, the Commission has appointed an Ad Hoc Committee which is assessing the "health" of the transfer function and will be making recommendations regarding the transfer function and examining policy issues.

In a report to the Legislature late last year evaluating three pilot projects funded to increase the transfer rates of ethnic minority students (1983c), Commission staff concluded that while these projects succeeded in identifying barriers to transfer, they were not successful in increasing the transfer rates of students during their funding period. Any new efforts should address this problem intersegmentally, including secondary schools where ethnic minority students can be motivated toward a goal of completing baccalaureate degree programs. At the same time, these efforts should develop a climate for baccalaureate-oriented ethnic-minority students at Community Colleges that fosters a sense of collegiality similar to that among counterparts who are academically and financially able to enter four-year institutions directly out of high school. Granted that this task is not simple, given the varying constituents that Community Colleges are requested to serve. However, the large concentration of minority students in Community Colleges warrants new initiatives with adequate resources and time to test varied approaches to remedying the existing situation.

APPENDIX A

Enrollment and Program Completion Trends of Underrepresented Ethnic Minority Students

From data available to the Commission, California's postsecondary institutions appear to be having mixed success in achieving the State's goals of equal educational opportunity, given the first-time freshman enrollment and completion rates of Hispanics and Blacks -- the two primary targeted underrepresented ethnic minority groups. In most cases, there have been increases in the pool of Hispanic students eligible to attend four-year institutions, but a continuing enrollment decline among Black students. Both groups remain severely underrepresented in the University and State University, although they are not underrepresented in the Community Colleges. Hispanic women students are not only more heavily concentrated in the Community Colleges than in the other two segments, their transfer rates to these segments remain particularly low. A similar situation exists among Black male students: few attend four-year institutions directly out of high school and enroll instead in Community Colleges, where their transfer rate and that of Black women also is low. Among the 5,305 students who transferred from Community Colleges to the University of California in 1983, 472, or 8.9 percent, were Hispanic, and 223, or 4.2 percent, were Blacks. Of the 30,274 Community College students who transferred to the California State University that year, 9.7 percent, or 2,937, were Hispanic, while 6.6 percent, or 1,998, were Black.

What is obvious from these findings is that strategies are needed that both increase enrollment across the board for these two ethnic groups and increase their program completion and transfer rates. What may not be so obvious is that different strategies may be required in working with Hispanic women and Black men.

In addition, although American Indians are not considered underrepresented overall in California postsecondary education, based on reported data, they require additional preparatory and outreach services to insure that they are eligible for postsecondary education, as well as postsecondary support services to increase their retention and program completion rates.

Table 6 (p. 29) illustrates the distribution of high school graduates by ethnicity comparing 1980-82 graduates to 1982-83 graduates. The 1980-81 data are derived from actual headcount information from the State Department of Education. The 1982-83 data are derived from a sample of 1,121 public high schools surveyed as a part of the Commission's current study of the elgibility pool for University and State University admission. The following paragraphs summarize data currently available to the Commission about the freshman enrollments and baccalaureate and master's degree completion rates of both men and women combined from these several ethnic groups as well as of Asian students. Figures 1 through 7 and Tables 7 through 13 containing this summary data are attached at the end of the Appendix. The State University data are printed on yellow paper, those of the University on blue paper, and those of the Community Colleges on green paper.

HISPANIC STUDENTS

First-Time Freshman Enrollment

The California State University: In 1977, Hispanics, made up 8.6 percent of first-time freshmen enrolling in the California State University. In 1983, they constitued 11.5 percent. Within these seven years, their number had almost doubled -- from 1,283 in 1977 to 2,433 in 1983.

University of California: In 1977, of the 14,000 first-time freshmen enrolling in the University of California, 768, or 5.4 percent, were Hispanic. By 1983, their representation had increased only slightly -- up 0.9 percent, or less than 300.

California Community Colleges: Comparing 1977 and 1983, the number of Hispanic first-time freshmen enrolled in California Community Colleges increased by 40 percent -- from 25,263 to 33,713. Their percentage of all first-time freshmen grew from 10.7 to 14.0 percent. This growth in the number of Hispanic students attending Community Colleges directly out of high school can be attributed to a number of factors, including outreach efforts to increase their enrollment in postsecondary education in general. Nonetheless, this increased access to postsecondary education via Community Colleges does not seem to be having a positive impact on their participation rates in four-year institutions, particularly as transfer students.

Graduation Rates

The California State University: Hispanics have made some gains in their number and percentage of bachelor degrees earned at the State University -- from 2,150 in 1977-78 to 2,473 in 1981-82 and from 6.3 percent to 7.4 percent. Data on their areas of concentration reveal a substantial increase in the number receiving degrees in engineering and business and management. The number of Hispanic engineering graduates grew from only 64 in 1977-78 to 121 in 1981-82, while the number of business and management increased from 289 to 519.

At the master's degree level, the number of Hispanic students receiving master's degrees increased by only 50 -- from 327 to 387 -- suggesting that additional initiatives are needed to attract and retain Hispanics at the graduate level.

University of California: Although only 828 Hispanic students earned bachelor's degrees, or 4.6 percent of all those awarded by the University of California in 1981-82, they represent a noticeable increase from the 628 in 1977-78 (3.6 percent). The same holds true at the master's level, although the overall number of Hispanic program completers at this level is significantly lower than at the baccalaureate level -- 121 (3.0 percent) in 1977 compared to 193 (4.7 percent) in 1981. These increases indicate that successful strategies do exist and should be expanded.

BLACK STUDENTS

First-time Freshman Enrollment

The California State University: Blacks have declined as a percentage of State University first-time freshmen. Thus, while their headcount number increased from 1,283 in 1977 compared to 1,544 in 1983, their percentage dropped by 1.3 points -- from 8.6 to 7.3 percent of all State University first-time freshmen.

University of California: The same numerical increase among Black students has not held at the University of California, where both their number and percentage among all first-time freshmen declined -- from 630 or 4.4 percent in 1977 compared to 571 or 3.4 percent in 1983.

California Community Colleges: Black students have made no appreciable gain in their percentage of first-time freshman enrollment at the Community Colleges comparing 1977 and 1982. Their percentage remained at about 10 percent, while other ethnic groups, primarily Asians and Hispanics, made discernible percentage gains.

Graduation Rates

The California State University: In 1977-78, 1,656 or 4.8 percent of the 34,343 bachelor's degrees granted by the State University were awarded to Black students. In 1981-82, that number and percentage increased only slightly to 1,715 and 5.1 percent of 33,445 degrees granted. The most significant change, however, occurred in the distribution of degrees between Black men and women: the number of men dropped from 739 to 670, while women increased from 917 to 1,045. Thus both the enrollment and graduation rates of Black men continue to decline, while those of Black women continue to increase.

At the master's level, Blacks, like Hispanics, continue to be severely underrepresented in their rate of degrees granted, but Blacks have experienced a decline in numbers -- from 374 in 1977-78 to 345 in 1981-82. The number of master's degrees awarded to Black women declined slightly -- from 247 compared to 234 -- but the numerical decline in degrees awarded to Black male students was greater -- from 127 to 111.

University of California: The number of Black students at the University of California earning bachelor's degrees has declined 21 percent from 1977-78 (567) to 1981-82 (447). As at the State University, the decline among Black women (from 294 to 264) has not been as great as that among Black men (273 to 183).

Black students also experienced a 27 percent decline in their number of master's degrees -- from 166 in 1977-78 to 121 in 1981-82 -- but the number of these degrees awarded to Black women increased, while men's declined.

AMERICAN INDIANS

First-Time Freshman Enrollment

California State University: Virtually no change has occurred in either the percentage or number of American Indian students enrolling as first-time freshmen in the State University comparing 1977 and 1983 -- 162, or 1.1 percent of the total in 1977, compared to 159, or 0.8 percent in 1983 -- for a net loss of nine students.

University of California: While the proportion of American Indians among the first-time freshmen at the University of California remained the same for 1977 and 1983 (0.4 percent), a net gain of 13, from 57 to 70, occurred in the number of these students.

California Community Colleges: American Indian first-time freshman enrollment remained under 2 percent comparing 1977 and 1982, but increased from 3,392 (1.4%) to 4,063 (1.7%).

Graduation Rates

The California State University: A small increase of 36 occurred comparing 1977-78 and 1981-82 in the number of bachelor's degrees granted by the State University to American Indians -- up from 408 to 444 -- but this increased their percentage from 1.2 to 1.3 percent of all such degrees granted during the two years.

There was also some increase in the percentage of master's degrees granted to American Indians: from 76, or 1.3 percent in 1977-78, to 107, or 1.6 percent in 1981-82.

University of California: Less than 100 American Indian students -- 91 in 1977-78 and 82 in 1977-78 -- earned bachelor's degrees at the University during those years, making up about one-half of one percent of all 18,000 bachelor's degrees it granted during both years.

Of the roughly 4,000 master's degrees granted by the University in both 1977-78 and 1981-82, American Indians received 22 and 25 respectively -- about one-half of one percent of all those awarded.

ASIAN STUDENTS

Tables 7-13 reflect significant increases in Asian students' participation and completion rates among all three segments of public postsecondary education in California. Two groups among these students -- Filipino and Indo-Chinese -- warrant particular comments.

Filipino Students

Data from the three segments on student ethnicity usually do not isolate Filipino students from other Asian groups. In addition, Filipino students are counted as "underrepresented" in only the two parts of the State where they are most highly concentrated -- Los Angeles and the San Francisco Bay area. Where data are available on these students, the segments indicate that developmental and outreach efforts are in place to recruit and retain them and that there have been increases in their participation and completion rates.

Indo-Chinese Students

The sharp rise in the participation and completion rates among Asian students in recent years may be attributed in large part to the large number of Indo-Chinese immigrants settling in California beginning in the late 1970s.

TABLE 6 Sex and Ethnicity of All 1982-83 High School Graduates and All Public School Graduates in the Commission's Current Sample of High Schools and of All 1980-81 Public School Graduates

	1982-83 Sample of Graduates				1980-81 Graduates
	All Schools		All Public Schools		All Public Schools
	Number	Percent	Number	Percent	Percent
Men	117,014	49.5%	105,270	49.6%	49.1%
Women	119,572	50.5	106,869	50.4	50.9
Number of Schools	1,375		1,128		
White	152,515	64.4	140,866	64.5	69.0
Black	24,498	10.3	21,515	9.8	8.2
Hispanic	41,285	17.5	38,650	17.7	15.7
American Indian	1,714	0.7	1,629	0.7	0.7
Asian	13,237	5.6	12,568	5.8	5.1
Filipino	3,604	1.5	3,287	1.5	1.3
Number of Schools	1,382		1,108		100.0

Source: California Postsecondary Education Commission

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FIGURE 1 Ethnicity of First-Time Freshmen Expressed as a Percent of Total First-Time Freshmen Enrolled at the California State University, Fall 1977 and Fall 1983

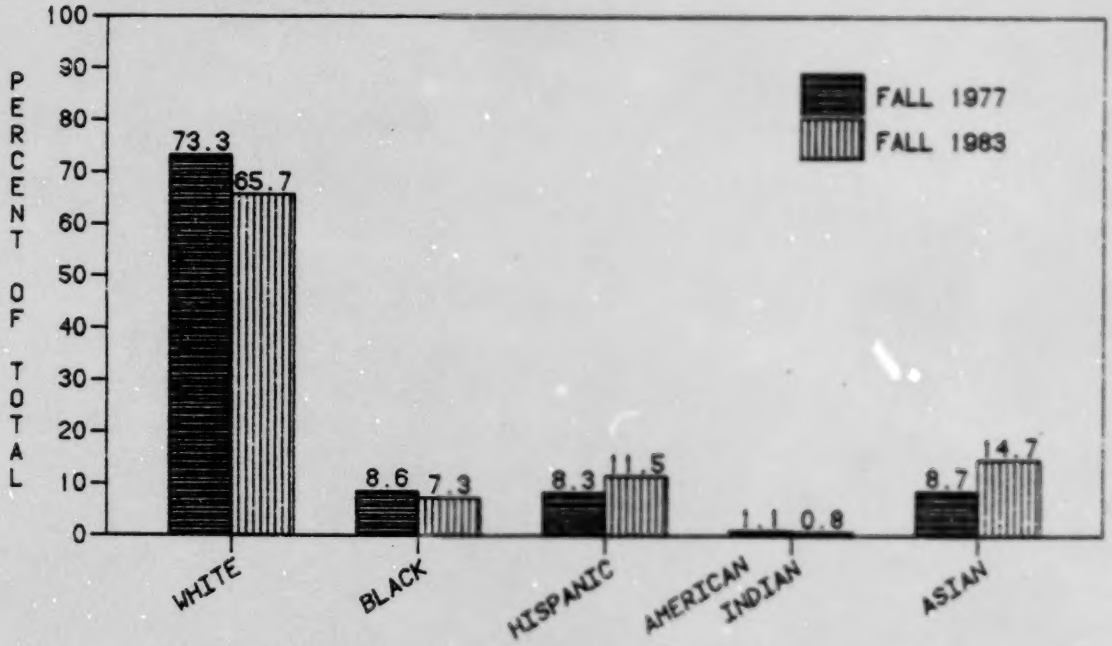

TABLE 7 Ethnicity of First-Time Freshmen at the California State University, and Percentage Point Change in Their Proportion of the Total Between Fall 1977 and Fall 1983

THE CALIFORNIA STATE UNIVERSITY

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977	Headcount	11,347	1,343	1,283	167	1,345	15,485
	Percent	73.3	8.6	8.3	1.1	8.7	100.0
1983	Headcount	13,920	1,554	2,433	159	3,119	21,185
	Percent	65.7	7.3	11.5	0.8	14.7	100.0
	Change in Proportion for Each Ethnic Group 1977 Compared to 1983	-7.6	-1.3	+3.2	-0.3	+6.0	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

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FIGURE 2 Ethnicity of First-Time Freshmen Expressed as a Percent of Total First-Time Freshmen Enrolled at the University of California, Fall 1977 and Fall 1983

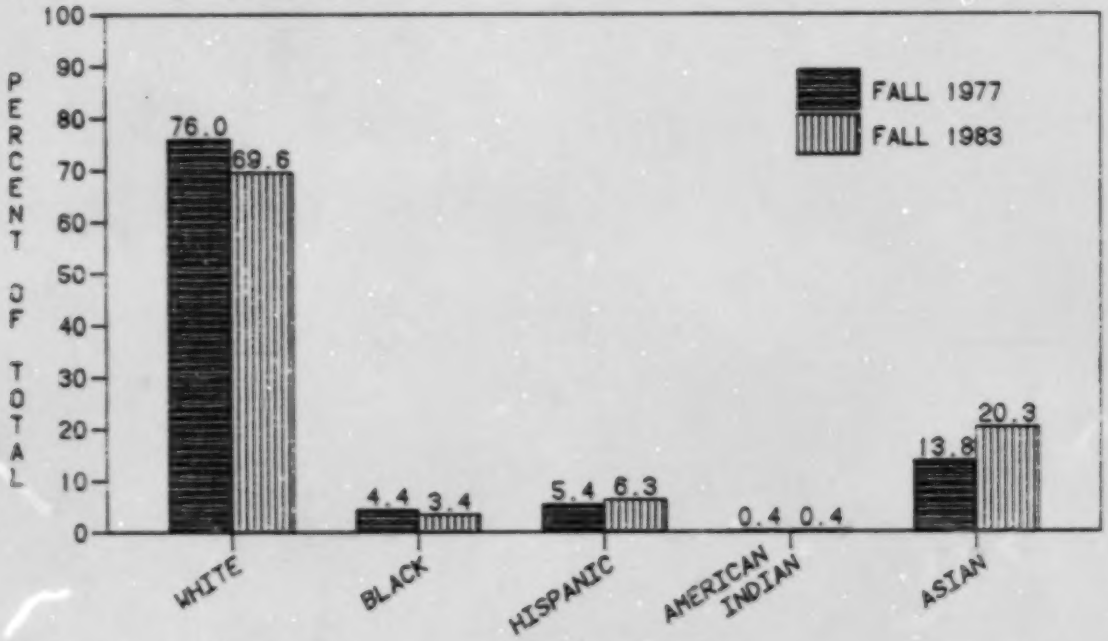

TABLE 8 Ethnicity of First-Time Freshmen at the University of California, and Percentage Point Change in Their Proportion of the Total Between Fall 1977 and Fall 1983

UNIVERSITY OF CALIFORNIA

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977	Headcount	10,767	630	768	57	1,955	14,177
	Percent	76.0	4.4	5.4	0.4	13.8	100.0
1983	Headcount	11,529	571	1,043	70	3,352	16,565
	Percent	69.6	3.4	6.3	0.4	20.3	100.0
	Change in Proportion for Each Ethnic Group 1977 Compared to 1983	-6.40	-1.0	+0.9	No Change	+6.5	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

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FIGURE 3 Ethnicity of First-Time Freshmen Expressed as a Percent of Total First-Time Freshmen Enrolled at the California Community Colleges, Fall 1977 and Fall 1983

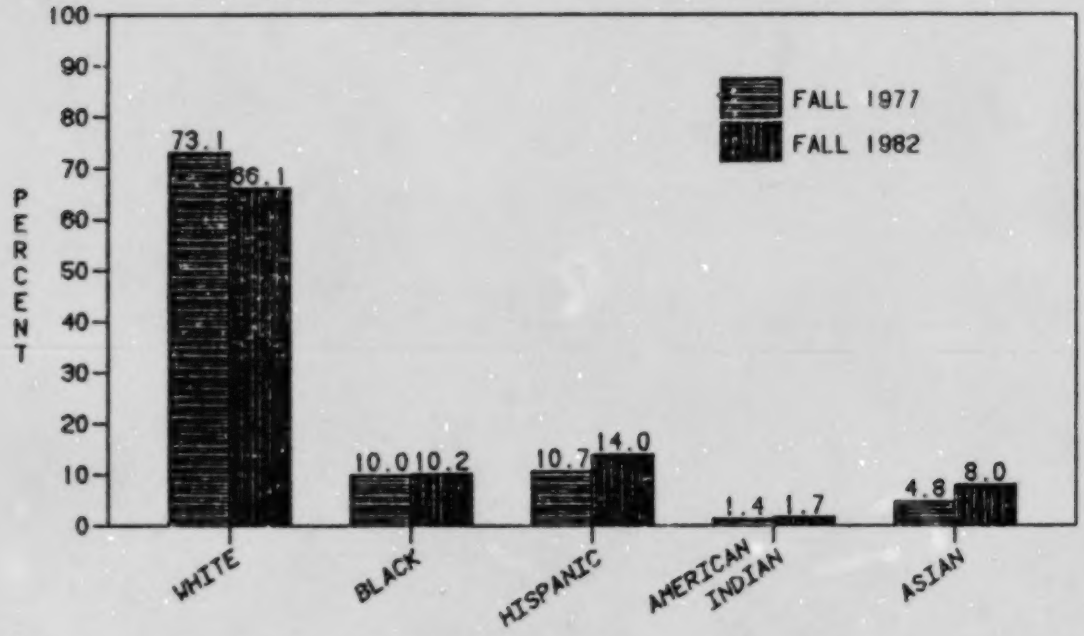

TABLE 9 Ethnicity of Full and Part-Time First-Time Freshmen at the California Community Colleges, and Percentage Point Change in Their Proportion of the Total Between Fall 1977 and Fall 1983

CALIFORNIA COMMUNITY COLLEGES

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977	Headcount	173,353	23,761	25,263	3,392	11,325	237,094
	Percent	73.1	10.0	10.7	1.4	4.8	100.0
1983	Headcount	158,484	24,515	33,713	4,063	19,189	239,964
	Percent	66.1	10.2	14.0	1.7	8.0	100.0
	Change in Proportion for Each Ethnic Group 1977 Compared to 1983	-7.6	-1.3	+3.2	-0.3	6.0	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

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FIGURE 4 Ethnicity of Baccalaureate Degree Recipients Expressed as a Percent of Total Baccalaureate Recipients at the California State University, 1977-78 and 1981-82

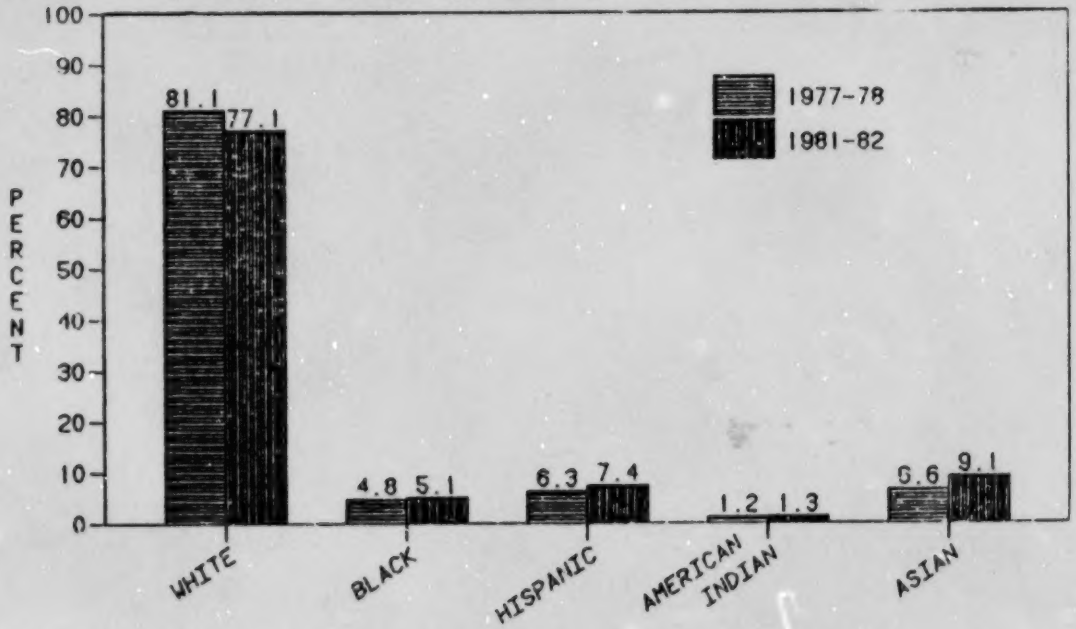

TABLE 10 Ethnicity of Baccalaureate Degree Recipients at the California State University, and Percentage Change in Their Proportion of All Baccalaureate Degree Recipients, 1977-78 to 1981-82

THE CALIFORNIA STATE UNIVERSITY

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977-78	Number	27,847	1,656	2,150	408	2,282	34,343
	Percent	81.1	4.8	6.3	1.2	6.6	100.0
1981-82	Number	25,766	1,715	2,473	444	3,047	33,445
	Percent	77.1	5.1	7.4	1.3	9.1	100.0
	Change in Proportion for Each Ethnic Group 1977-78 Compared to 1981-82	-4.0	+0.3	+1.1	+0.1	+2.5	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

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FIGURE 5 Ethnicity of Master's Degree Recipients Expressed as a Percent of Total Master's Degree Recipients at the California State University, 1977-78 and 1981-82

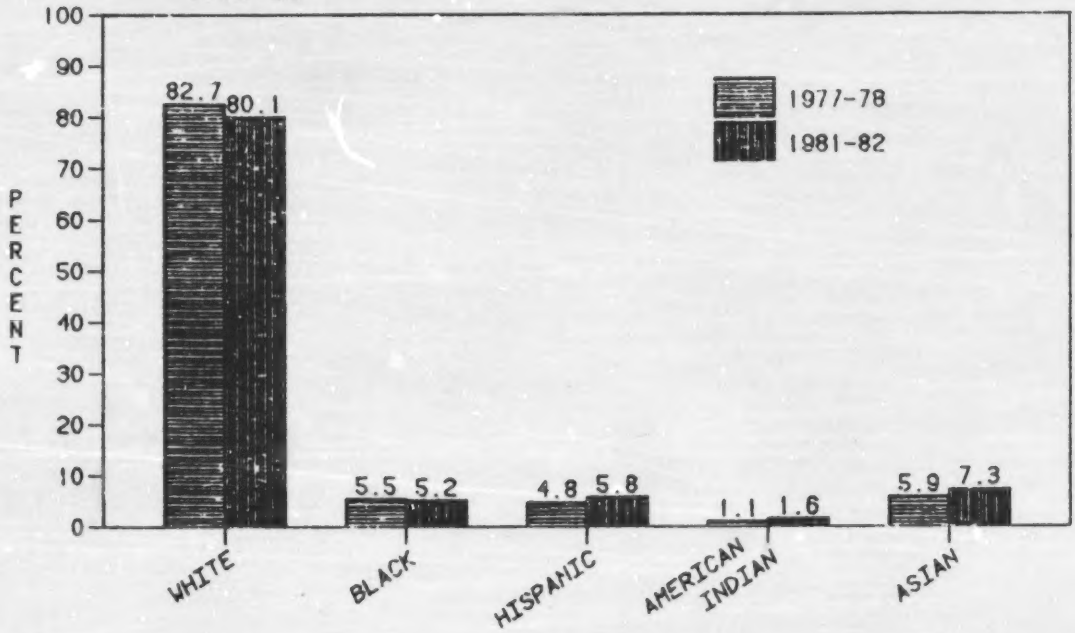

TABLE 11 Ethnicity of Master's Degree Recipients at the California State University, and Percentage Change in Their Proportion of All Master's Degree Recipients, 1977-78 to 1981-82

THE CALIFORNIA STATE UNIVERSITY

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977-78	Number	5,583	374	327	76	398	6,758
	Percent	82.7	5.5	4.8	1.1	5.9	100.0
1981-82	Number	5,314	345	387	107	486	
	Percent	80.1	5.2	5.8	1.6	7.3	100.0
	Change in Proportion for Each Ethnic Group 1977-78 Compared to 1981-82	-2.6	-0.3	+1.0	+0.5	+1.4	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

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FIGURE 6 Ethnicity of Baccalaureate Degree Recipients Expressed as a Percent of Total Baccalaureate Degree Recipients at the University of California 1977-78 and 1981-82

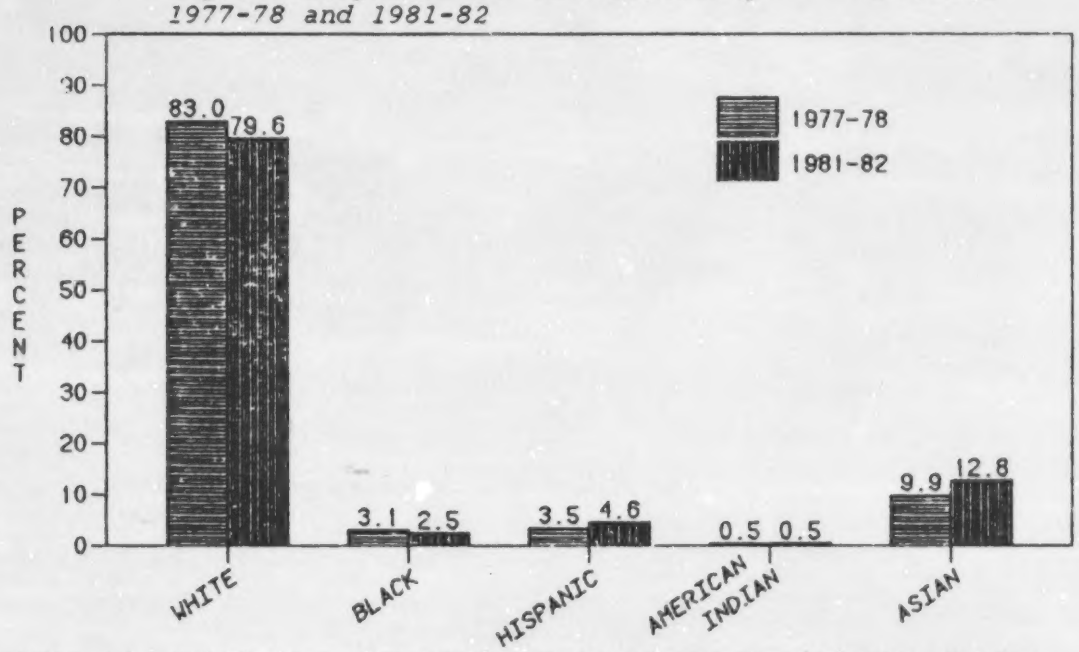

TABLE 12 Ethnicity of Baccalaureate Degree Recipients at the University of California, and Percentage Change in Their Proportion of All Baccalaureate Degree Recipients, 1977-78 to 1981-82

UNIVERSITY OF CALIFORNIA

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977-78	Number	15,033	567	628	91	1,790	18,109
	Percent	83.0	3.1	3.5	0.5	9.9	100.0
1981-82	Number	14,217	447	828	82	2,293	17,867
	Percent	79.6	2.5	4.6	0.5	12.8	100.0
	Change in Proportion for Each Ethnic Group 1977-78 Compared to 1981-82	-3.4	-0.6	+1.1	No Change	+2.9	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

FIGURE 7 Ethnicity of Master's Degree Recipients Expressed as a Percent of Total Master's Degree Recipients at the University of California 1977-78 and 1981-82

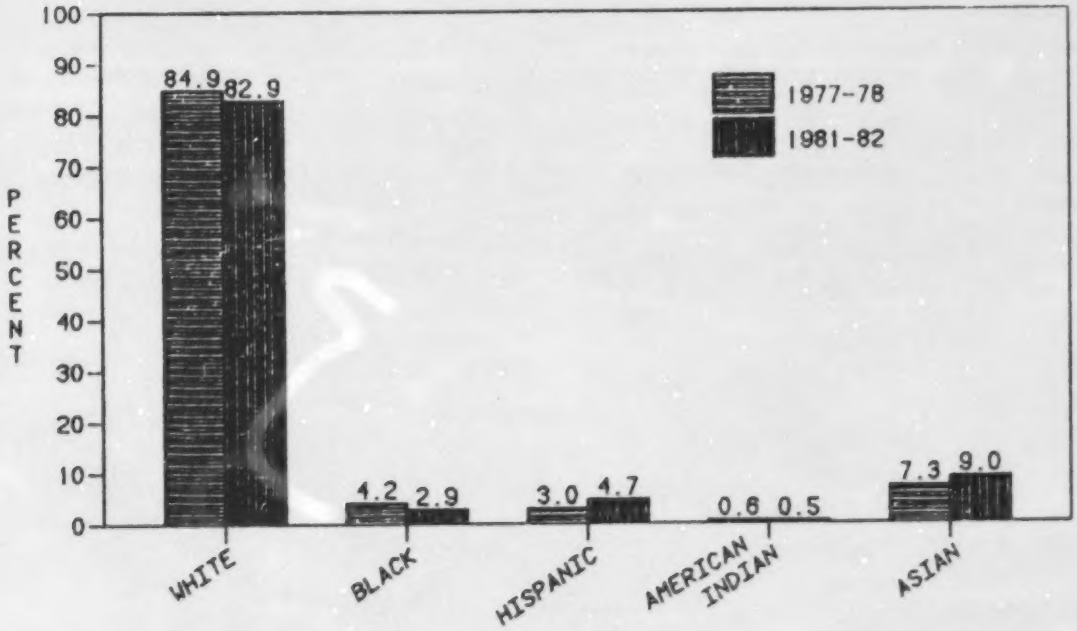

TABLE 13 Ethnicity of Master's Degree Recipients at the University of California, and Percentage Change in Their Proportion of All Master's Degree Recipients, 1977-78 to 1981-82

UNIVERSITY OF CALIFORNIA

Year	Number or Percent	White	Black	Hispanic	American Indian	Asian	Total
1977-78	Number	3,373	166	121	25	287	3,972
	Percent	84.9	4.2	3.0	0.6	7.3	100.0
1981-82	Number	3,407	121	193	22	368	4,111
	Percent	82.9	2.9	4.7	0.5	9.0	100.0
	Change in Proportion for Each Ethnic Group 1977-78 Compared to 1981-82	-2.0	-1.3	+1.7	-0.1	+1.7	

Source: California Postsecondary Education Commission.

*Non-respondents and non-resident aliens not included.

APPENDIX B

Summary of Equal Educational Opportunity Programs

California State University Core Student Affirmative Action Program (CORE-SAA)	39
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CALIFORNIA STATE UNIVERSITY
CORE STUDENT AFFIRMATIVE ACTION PROGRAM

INTRODUCTION

The Core Student Affirmative Action program is designed to respond to the underrepresentation of ethnic minorities, low-income individuals, and women who are regularly admissible to the California State University system. As implemented on each campus in the State University system in 1980-81, the "Core" program provides for: (1) intensive outreach at the undergraduate and graduate level to identify and assist regularly eligible applicants; (2) expansion of basic retention efforts for minority, low-income and women students; and (3) educational enhancement and improvement in counselor and teacher preparation.

In 1978-79, State General Fund support ($130,000) was provided for pilot outreach efforts by three State University campuses--Dominguez Hills, Fresno, and San Jose. The primary emphasis of each of these pilot projects was to experiment with nontraditional outreach approaches. At the Fresno campus, for example, the primary objective was to increase the enrollment of Chicano students from the northern San Joaquin Valley through contact with parents and prospective students at community and high school cultural programs of ethnic theater, dance, music, and art.

In 1979-80, State General Fund support ($730,000) was provided to: (1) continue the special outreach projects initiated during the 1978-79 academic year on the Dominguez Hills, Fresno, and San Jose campuses; (2) establish on the four CSU campuses located in the Los Angeles Basin a unique regional outreach effort in conjunction with the Los Angeles Unified School District; and (3) establish on two CSU campuses regional outreach approaches in rural settings. The project in the Los Angeles area linked four CSU campuses with 17 high schools in a cooperative program with four basic components: (1) a regional advisory group with representatives from the high schools, Community Colleges, and the State University, which had the responsibility to "coordinate and deploy available resources to meet most effectively the needs of the region;" (2) paraprofessional outreach to high schools, with trained college students assisting professional staff; (3) extensive involvement of parents in the outreach effort; and (4) counselor in-service training programs designed to develop workshop models and materials which will provide relevant and accurate information to counselors to increase their awareness of the needs of ethnic minority students.

As a result of these pilot projects, 4,169 applications to higher education institutions were generated. Of these applications, 3,261 were offered admission to a college or university. Of the nearly 4,200 applications generated, 47.8 percent were to CSU campuses, 36.6 percent were to Community College campuses, and 15.6 percent were to the University of California or other institutions (independent colleges, out-of-state colleges).

In 1980-81 and subsequent years, State General Fund support was provided to establish and operate a "Core Student Affirmative Action" effort on all 19 CSU campuses. Each campus developed an action plan designed to coordinate and expand, where necessary, existing services, resources, personnel, and policies within the areas of outreach, retention/supportive services, and educational enhancement. Through a competitive proposal review process, available funding is allocated among the 19 campuses, with the funding levels during 1982-83 ranging from a low of $50,618 to $165,879. (Representatives from the Department of Finance, Legislative Budget Committee, and the Postsecondary Education Commission participated in the proposal review process.) There are seven basic components to the Core approach as it is being implemented in the CSU system: (1) outreach efforts directed to the family unit; (2) expanded direct relations between the University and the minority community; (3) use of nontraditional, culturally sensitive media and information dissemination practices; (4) development of a more supportive college environment; (5) CSU faculty and staff in-service activities; (6) intersegmental cooperation between high schools, Community Colleges, the University of California, and other postsecondary institutions; and (7) improvement and augmentation of counselor and teacher education programs. In 1980-81, available funds were allocated with 60 percent for outreach, 30 percent for retention, and 10 percent for educational enhancement. During subsequent years, funds have been allocated with 40 percent for outreach, 40 percent for retention, and 20 percent for educational enhancement.

In October 1981, five CSU Core SAA programs received special funding to establish and test experimental retention center pilot projects. The primary objective of the centers was to augment current retention resources through the development of a centralized intake, diagnostic, and referral mechanism that would assist SAA target students to better utilize existing resources. The five campuses with these referral centers were: Chico, Dominguez Hills, Northridge, San Jose, and Sonoma. In 1982-83, CSU, Fresno was added to this experiment.

For 1982-83, administrative provision for MESA was shifted to the State Department of Education. This resulted in a $262,000 transfer from Core SAA to the State Department of Education. For 1983-84, all campuses were awarded operating funds. In the past there have been few campuses that received a minimal planning award of $50,000. Campuses that received this grant were to develop and demonstrate a comprehensive SAA plan. For 1983-84, no campus was in the planning mode which means that all CSU campuses have operational Core SAA efforts.

FUNDING HISTORY

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
$130,000	$730,000	$1,881,828	$2,389,481	$2,558,489	$2,537,293 -$ 262,000 (MESA)

NUMBERS SERVED

The CSU Chancellor's Office annually publishes a report entitled "Funded Student Affirmative Action Projects in the California State University: Activities and Accomplishments" which provides detailed information concerning the number of outreach and retention activities, the number of participants in each activity, the number of applications generated, and the number of applications accepted.

These reports provide the following information:

Outreach Activity

	1980-81	1981-82	1982-83
Outreach events	1,392	1,139	1,307
Number of distinct participants	48,991	41,913	47,772**
Number of applications generated*	6,930	7,530	9,850
Number of applications accepted*	4,440	5,103	6,670

*Includes applications to all segments of higher education.
**Includes 551 graduate outreach participants.

Retention Activity

These retention activities include: academic advisory, counseling, tutoring, peer mentor, faculty mentor, orientation, workshops, cultural events, referrals, learning assistance, and testing.

	1980-81	1981-82	1982-83
Number of distinct participants	5,964	3,739	8,495
Referral Center Projects: Number of distinct participants	--	1,380	2,935

Educational Enhancement Activity

These educational enhancement activities include: campus and field in-service sessions, campus and field class presentations, and campus and community organization presentations.

	1980-81	1981-82	1982-83
Educational Enhancement Activities	81	552	532
Number of participants	6,581	7,254	9,533

EVALUATION DATA

Since the Core SAA program is in the fourth year of its operation, the data necessary for a comprehensive assessment of the program are not yet available. The Postsecondary Education Commission, which has the responsibility to evaluate the program, reported in a review of the program published in January 1983, that:

- Almost all of the 19 State University campuses have made progress in implementing the Core program. This process reflects the involvement of senior campus administrators and faculty as well as strong administrative support from the Chancellor's Office.

- The outreach component of the Core program has been positively received by high school counselors and staff, who regard the Core staff as reliable, well-trained, and effective. Available data indicate that increasing numbers of minority students from secondary schools served by the Core program are enrolling in college.

- Better coordination of the outreach programs on most State University campuses is needed. The establishment of Core outreach has meant that three different offices now provide outreach services on most of these campuses. Better coordination among these offices will increase the effective use of the limited resources available for this function. The Office of Student Outreach Services on the San Diego State University campus provides a model for outreach coordination that other campuses might well adopt.

- Most State University campuses have not succeeded in establishing intersegmental outreach efforts. The Chancellor's Office has prescribed that each campus create a Student Affirmative Action Advisory Committee designed to coordinate activities among colleges within the region. These committees have generally been ineffective in the achievement of that objective, and most State University outreach staff have only limited contact with their University of California colleagues.

- Finally, the Chancellor's Office has developed an effective process for distributing State funds to those campuses making the most progress in implementing the Core program. Its competitive grant approach has stimulated institutional efforts at student affirmative action; rewarded those campuses that demonstrate high commitment and successful efforts; and penalized those with lower commitment and success. As the Core program moves into its fourth year, the funding cycle for campuses with successful programs might be expanded to three years, in order to retain the program's

competitive element while reducing time-consuming proposal preparation on these campuses.

During the coming year, the Commission will complete a comprehensive evaluation of the Core SAA program.

CALIFORNIA STATE UNIVERSITY
EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

INTRODUCTION

The California State University's EOP program, established in 1969, is directed toward the goal of providing access and academic/financial support for low-income, disadvantaged students who have the potential to succeed academically in accredited curricula. The program focuses on disadvantaged students with high academic potential and motivation to attend college, but who may not otherwise attend because of circumstances beyond their control. The focus of EOP is to admit disadvantaged students, thus an EOP student can be admitted as regularly admissible or as an exception to regular admissions.

The Educational Opportunity Program enrolls both high school students -- primarily seniors -- and transfers from Community Colleges who need support services to succeed at the University. Each campus serves high schools within its service area that have a high population of disadvantaged/minority students.

EOP admits students based on four major factors:

1. Applicants who are educationally disadvantaged and require EOP support services to succeed;

2. Low-income status and history of economic disadvantageness;

3. Potential for success in CSU-accredited curricula; and

4. Level of educational, cultural, and environmental disadvantageness.

While access is a major focus of the EOP program, retention is just as important. EOP provides a continuum of services beginning with recruitment through admissions, with a heavy emphasis on tutoring and counseling. As CSU's most comprehensive program serving minorities, the Educational Opportunity Program provides the following:

Recruitment

High school and college on-site visits

Campus tours

Bilingual outreach efforts

Presentations to parents

Cultural events

Admissions

- Application review and processing
- Application and follow-up
- Admissions interviews
- Admissions screening
- Recommendation for admissions

Pre-Enrollment Services

- Diagnostic testing
- Course selection counseling

Orientation

- Campus orientation
- Library tours
- Campus program visits
- Learning center tours

Financial Assistance

- EOP grants to financially needy students

Summer Programs

- Improvement of academic skills for new enrollees
- Classroom instruction

Retention Services

- Peer tutoring
- Academic advising
- Personal counseling
- Career counseling
- Learning skills services
- Subject labs

FUNDING HISTORY

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
$11,965,859	$12,602,984	$13,460,955	$14,890,849	$14,784,208	$14,452,402

Fifty percent of the budget is allocated for EOP grants to assist students with financial need.

STUDENTS SERVED

Each year, EOP enrolls approximately 6,000 new freshman and transfer students. Currently, the program has approximately 17,300 new and continuing students.

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
13,799	14,797	15,225	15,139	13,799	12,661

(Budgeted figure per staffing formula. Actual data will be higher.)

Among new EOP enrollees in 1981-82, 35.6 percent were Black, 27.3 percent were Chicano, and 10.5 percent were white.

EVALUATION DATA

The Chancellor's Office annually collects comprehensive data pertaining to EOP students. In fact, among equal educational opportunity programs, this program appears to have the most comprehensive data network, including information about the academic performance and graduation rates of students in the program, by campus, by ethnicity, by sex, and by academic discipline. The available data indicate that the EOP program has been successful during the past ten years in (1) recruiting large numbers of ethnic minority students into the CSU system, and (2) retaining these students, who generally do not meet the regular admissions requirements, at a higher rate than ethnic minority students are retained within the CSU system generally.

The Chancellor's Office reports that for 1980-81:

1. Among the 6,256 new EOP enrollees, 199 were disqualified for academic reasons; the first-year retention rate for new enrollees was 87.1 percent;

2. 708 of the seniors enrolled were graduated, with the largest number of these majoring in Business Management (147) and Public Affairs and Services (99); and

3. The mean total GPA for all EOP students in 1980-81 was 2.31.

For 1981-82, the Chancellor's Office reports that:

1. Among the 5,499 new EOP enrollees in 1981-82, only 186 were disqualified for academic reasons; the first-year retention rate for new enrollees was 87.4 percent;
2. 969 of the EOP seniors enrolled during 1981-82 graduated, with the largest number of these majoring in Business (203) and Social Sciences (117); (the number of graduates will increase since not all graduations are officially posted until after the spring term); and

3. The mean total GPA for all EOP students enrolled in 1981-82 was 2.32.

The Educational Opportunity Program continues to significantly impact CSU enrollment and to service minority students. Examples are:

- 6,000 new disadvantaged minority students are enrolled by the program each year, representing approximately 30 percent of all new CSU freshman enrollees.

- 17,300 disadvantaged students enrolled in the program, representing all major ethnic groups.

- EOP enrollment for 1981-82 consists of 37.4 percent Black students, 36.6 percent Chicanos, 10.0 percent Asians, 1.9 percent American Indians, 3.3 percent Filipinos, 9.9 percent Anglo-Americans, and 10.9 percent other.

- During an 11-year period between 1969 and 1980, 70,000 students enrolled in EOP and 11,353* graduated, representing 18.4 percent of those enrolled.

- Each year, EOP provides over $7 million in grants to financially needy students. Approximately 8,315 received grants in 1981-82. Each student received an average grant of $819.

- A systemwide EOP admissions/information booklet to facilitate admissions to the program across 19 campuses.

- Bilingual brochure and booklet for parents of Hispanic students.

*1969-1979 graduates: Campus reported data, 1981.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (CAL-SOAP)

INTRODUCTION

The California Student Opportunity and Access Program, as initiated in September 1979, established five interinstitutional pilot projects designed to increase accessibility into postsecondary education for low-income high school and Community College students. The projects are also expected to reduce unnecessary duplication in outreach efforts as well as utilize college students as peer counselors and tutors for low-income high school students. The five* projects and grant awards, as selected by the Student Aid Commission, are the following:

	1980-81	1981-82	1982-83	1983-84
1. Central Coast EOP/S Consortium (Project AQUI) (Santa Clara County)	$41,400	$36,000	$36,530	-0-
2. East Bay Consortium	$50,000	$62,100	$55,591	$64,723
3. San Diego County Cal-SOAP Consortium	$71,000	$86,250	$81,174	$90,306
4. Solano University and Community College Education Support Services (SUCCESS) (Solano-Yolo Counties)	$43,800	$54,970	$50,965	$60,097
5. South Coast EOP/S Consortium (Orange County)	$43,800	$54,970	$50,965	$60,097

*Four for 1983-84; Central Coast not funded.

**Funds which might have gone to Central Coast were distributed among the four remaining projects, for a special emphasis on Community College transfers; the San Diego allotment is exclusive of a special grant of $39,000 for a junior high school program.

Each project targets students who meet the income-eligibility requirements established by the Student Aid Commission (a 1982 income ceiling of $17,999 for a household of four, $19,999 for a household of six). The two primary goals of the projects is to (a) raise the achievement level of low-income students through motivational and academic support programs, such as tutoring, and (b) to coordinate and disseminate information to target students about postsecondary opportunities; each project contains elements of both goals.

FUNDING HISTORY

1979-80	1980-81	1981-82	1982-83	1983-84
$250,000	$250,000	$267,500	$275,225	$275,225

NUMBERS SERVED

Since each of the projects provided differing services at differing levels of intensity, the number of students served are not comparable among the five projects.

	1981-82	1982-83
1. Central Coast EOP/S Consortium (Project AQUI)		
High School Students Served (unduplicated number)	296	299
Community College Students Served (unduplicated number)	93	64
Total expenditures, 1981-82	$ 78,000	$ 87,252
Total expenditures per student served	$ 201	$ 240
2. East Bay Consortium		
High School Students Served (unduplicated number)	703	1,644
Community College Students Served (unduplicated number)	208	115
Total Expenditures, 1981-82	$124,652	$116,915
Total Expenditures Per Student Served	$ 132	$ 65
3. San Diego County Cal-SOAP Consortium		
High School Students Served (unduplicated number)	3,933	3,821
Community College Students Served (unduplicated number)	545	1,297
Total Expenditures, 1981-82	$251,609	$226,063
Total Expenditures Per Student Served	$ 56	$ 44
4. Solano County SUCCESS Consortium		
High School Students Served (unduplicated number)	324	572
Community College Students Served (unduplicated number)	13	61
Total Expenditures, 1981-82	$104,287	$102,289
Total Expenditures Per Student Served	$ 309	$ 162

5. South Coast EOP/S Consortium		
High School Students Served (unduplicated number)	642	3,402
Community College Students Served (unduplicated number)	45	239
Total Expenditures, 1981-82	$126,681	
Total Expenditures Per Student Served	$ 184	$ 35

During 1982-83, the South Coast project expanded its informational outreach greatly, including in college informational meetings and career workshops low-income students in the region from high schools other than those served by the project's more intensive tutoring and advising efforts.

EVALUATION DATA

The responsibility of the Postsecondary Education Commission for evaluating the Cal-SOAP pilot projects was discharged with the filing of a final report with the Legislature early in 1983. For the most part, the Commission's report covers the program through the year 1981-82.

The California Student Aid Commission assumed the responsibility for continuing the evaluation for the two final years of the pilot program, 1982-83 and 1983-84.

The evaluation for 1982-83 was carried out by representatives of the Student Aid Commission who have been associated with Cal-SOAP since it became operational in 1979. It is the intent of the Commission to base its evaluation of 1983-84 operations on reports received and findings made through the third quarter of the current year.

As a part of the 1982-83 evaluation, a summary statement was made regarding each of the four projects operational in 1983-84. These are East Bay, San Diego, Solano SUCCESS, and South Coast. Central Coast will be treated separately.

East Bay

> It is recognized that the East Bay project underwent desirable organizational changes in 1982-83, though the separation from the Educational Guidance Center had some negative impact, undoubtedly, on aspects of the program . . . . In total, East Bay is to be commended for many positive program aspects and the significant strengthening of the consortium.

San Diego

> Initial support from the University of California at San Diego, the UC System, and the San Diego Unified School District has been

augmented through strong project leadership into a well-balanced and involved consortium. Emphasizing from the beginning wide outreach in preference to concentrated work with small groups or individuals, the San Diego project has compiled impressive and fully supportable statistics; in so doing, it has provided a model for Cal-SOAP type service to a large urban area.

Solano SUCCESS

The program has been well managed; consortium organization and support have been outstanding. The problems of geography inherent in a "rural" project have been attacked with industry and imagination.

South Coast

South Coast increased its outreach significantly in 1982-83. Especially to be noted: The expanded service to transfer students; the project's leadership in campus visitation involving many high schools and colleges in the area; the increased numbers of students reached through workshops and seminars; and the securing of support from business and industry. The amount of service rendered by UCI in relation to the amount allocated by the UC System is open to question, and institutional participation needs to be further stabilized. In total, a very good year of Cal-SOAP service.

Central Coast

The Student Aid Commission's decision not to fund the project for 1983-84 was based on the following reasons: Lack of participation in this project by the public four-year colleges within the region; instability in the services provided to secondary schools; decreasing financial support from the member institutions within the consortium; geographic dispersion of the project membership through the San Francisco Peninsula; lack of evidence that the project is having a positive impact on the students being served; and weakness of the proposal for 1983-84 funding.

The enabling legislation specified that the pilot Cal-SOAP projects should not continue beyond June 30, 1983. In the 1982-83 Budget Act, the Legislature extended this deadline to June 30, 1984. The Postsecondary Education Commission has recommended that a new Cal-SOAP program be established in summer 1984, with the new program having a narrower range of projects embodying critical features of the existing interinstitutional efforts which have been successful.

MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT (MESA) PROGRAM

INTRODUCTION

The Mathematics, Engineering, Science Achievement (MESA) Program is a multi-component effort designed to: (1) increase the number of underreprepresented ethnic students who graduate from high school who excel in three or four years of mathematics, science and English necessary to pursue a math-based field of study at the university level, and (2) to increase the number of students who actually complete a college program and enter the work force. The MESA program targets its services primarily to those ethnic constituencies most severely underrepresented in the professional and technical math-based fields: American Indians, Blacks, Mexican Americans/Chicanos, and Puerto Ricans. Combined, MESA services and activities provide a continuum of support for target students from the 10th grade through a four-year university program.

MESA PRE-COLLEGE PROGRAM

The primary goal of the MESA Pre-college program is to increase the number of California high school graduates from underrepresented ethnic groups with the needed information and academic preparation in mathematics, science, and English to pursue a university or college education in a mathematics-based field. The specific objectives of the program are to:

1. Increase the number of students from target ethnic groups who major in mathematics, engineering, and the physical sciences in college;

2. Promote career awareness so that participating students may learn of opportunities in the mathematics- and science-related professions early to prepare for them; and

3. Motivate officials from secondary schools, universities, industry, and engineering societies, to cooperate with MESA by offering volunteer time and other vital human and fiscal resources.

The MESA Pre-College program began in 1970 with 25 students at Oakland Technical High School. This year (1983-84) MESA is serving over 4,000 students from 138 high schools. There are currently 16 MESA Pre-College centers and one satellite center in California. Each center is working with 4 to 13 senior high schools and serving from 80 to 400 students. In addition, the MESA Pre-College program has been replicated in five other states (New Mexico, Colorado, Washington, Arizona, and New York). The out-of-state MESA programs are serving over 1,500 students. Among the services provided to MESA students are tutoring; speakers; summer academic programs; parent meetings; incentive awards; academic and career counseling; recognition events; and field trips to industrial plants, research centers, universities, engineering firms, and computer centers.

The criteria used for selecting participants are:

1. Completion of Algebra I before the end of the 10th grade and enrollment in the next academic mathematics class;

2. Interest in a career that requires a year of calculus; and

3. Membership in a minority group underrepresented in mathematics and the related professions.

In order to remain in the MESA program, students must continue to enroll in college-preparatory mathematics, English and science courses, maintain an above-average grade point average, and participate in the MESA-sponsored activities.

FUNDING HISTORY

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
$481,479	$728,598	$1,020,550	$1,044,000	$1,200,000	$1,400,000

During fiscal year 1983-84, the MESA Pre-College program was funded 14 percent by the Hewlett Foundation, 21 percent by private industry, and 65 percent by the State General Fund.

NUMBERS SERVED

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
1,517	2,232	2,251	2,673	3,382	4,015

EVALUATION DATA

The MESA statewide office is gathering the data necessary to assess the impact of the program on the students served. Based on data provided by that office, of the 665 MESA high school graduates in June 1981, 94 percent were enrolled in college and 68 percent of those began studies in a math-based discipline (engineering, life science, business administration/economics, computer science, and mathematics). Of the 785 June 1982 graduates, 90 percent were enrolled in college and 68 percent of those chose math-based fields. Of the 890 MESA high school graduates in June 1983, over 93 percent indicated an intention to enroll in college and over 61 percent indicated they would major in a math-based field of study. An independent evaluation of MESA was completed in December 1982, through funds provided by the Hewlett

Foundation. Results of the study indicated that MESA is successfully contributing to the pool of minority students pursuing degrees in engineering and related fields. Among the evaluation's findings:

- MESA was perceived as effective by program coordinators, advisors, students, and parents.
- Data on academic performance indicated that MESA students performed significantly better than comparison groups of students having the same ethnic background.
- The eligibility rates for the University of California and the California State University were significantly higher among MESA students than other students with similar racial/ethnic backgrounds.

MESA UNIVERSITY PROGRAM (MEP)

INTRODUCTION

During 1982-83, MESA developed a new initiative to create and support minority engineering programs (MEPs) at 14 California universities.

This initiative was the result of a growing concern about low retention rates of minority engineering students in both California and the nation. Nationally, while the number of minority engineering freshmen has increased rapidly over the past 10 years, the percentage of them graduating 5 years from entry has steadily declined. In California, the retention rate to graduation for minority engineering students is less than one-half that of all students.

The primary goal of the MEP initiative is to increase the number of underrepresented minority students graduating from California engineering schools. The establishment of MEP programs extends MESA's pipeline from the end of the 9th grade year through graduation from college. Through this initiative, the retention rate of MESA high school graduates will be substantially increased, thereby increasing the overall effectiveness of MESA.

Rather than take a "reinvent the wheel" approach, the MEP initiative involves implementation of a model developed through 10 years of experience at CSU, Northridge and other universities across the nation. The MEP model stresses the development of a supportive community of minority students, program staff, and faculty within an engineering school. It is designed to eliminate many of the barriers known to reduce the success rate of minority students in engineering. By building "academically based" support programs, the program leverages the fiscal, human, and physical plant resources of the engineering school.

Each MEP program offers participating students eight fundamental services listed below:

1. Recruitment and Admissions: MEP staff assist students in completing the application for admission and work with the admissions process to ensure that all qualified applicants are admitted to the University and to the MEP program.

2. Matriculation: Once a student has been admitted to the University, the MEP staff assists him/her in applying for financial aid, relevant scholarships, housing, registering for required placement tests, and with course selection, orientation to the University, and registration.

3. Freshman-Year Transition: Participants are provided with a structured freshman-year transition program consisting of: (a) orientation and adjustment to the environment of the institution, (b) study skills building, (c) special academic support, (d) monitoring student progress, and (e) motivation and career awareness.

4. Counseling: Target students benefit from intensive academic advisement and personal counseling coordinated through the MEP program.

5. Student Study Center: Each MEP program offers participants a large, contiguous study center that houses additional texts and materials, and is the site for supervised student study groups and tutorial programs.

6. Career Development/Summer Placement: MEP students are provided special career seminars, plant visits, and the opportunity to undertake summer employment with industry.

7. Financial Aid: MEP staff work to generate special financial aid and scholarship resources specifically for MEP students.

8. Student Organizations: MEP staff work to foster the development of active and effective student organizations which promote the academic, social, and professional development of MEP students and provide the opportunity for community service and leadership.

Fourteen MEP centers were funded and operating during 1982-83. These included four UC campuses, nine CSU campuses, and one private institution. 1982-83 was a start-up year for the MEP initiative. Eight of the programs did not exist prior to that year. The other six programs include CSU, Northridge which began in 1973; CSU, Los Angeles, and UC, Berkeley which began one year earlier through initiation grants from NACME; and CSU, San Diego which was working with the UC, Berkeley Professional Development Program. By year end, all of the programs had a full-time director on board, had identified student participants, and were delivering services to students.

FUNDING HISTORY

A total of $760,000 was allocated to the MEP centers for 1982-83. Of the total, $480,000 was provided by MESA with the remaining $280,000 coming from the UC and CSU systems through the Investment in People Initiative. For 1983-84, the funding was increased to $788,510 with $524,000 provided by MESA and $264,510 from IIP as follows:

	MEP	IIP	Total
UC, Berkeley	$44,000	$20,000	$ 64,000
UCLA	40,000	16,000	56,000
UC, Santa Barbara	34,000	16,000	50,000
UC, Davis	44,500	19,000	63,500

CSU, Fresno	29,644	20,356	50,000
CSU, Northridge	62,242	44,014	106,256
CSU, Sacramento	29,644	20,356	50,000
San Diego State	17,800	29,644	47,444
Cal Poly, Pomona	24,555	25,445	50,000
CSU, Long Beach	50,000	*	50,000
CSU, Los Angeles	33,555	25,445	59,000
San Jose State	32,572	19,728	52,300
USC	40,000	**	40,000
Cal Poly, San Luis Obispo	29,644	20,356	50,000

*Did not apply for IIP funds.
**Not eligible for IIP funds.

In addition to the funds received from the State through IIP and from MESA, programs also received matching support from the local campus and are encouraged to seek support from private industry. It is estimated that the 14 centers receive an additional amount of $600,000, bringing the total funding to $1,400,000.

EVALUATION DATA

Over 1,000 students participated in MEP programs in 1982-83. Forty-one percent were Black, 45 percent Mexican American, and 31 percent were women. Eighty-five percent were majoring in engineering with the remainder majoring in computer science. Forty-one percent were freshmen and 24 percent participated in MESA while in high school. For 1983-84, the number of students served by MEP had increased to 1,795.

Because these programs are new, students continue to be enrolled throughout the year. It is anticipated that the total students enrolled in the 14 MEP programs will exceed 2,000 by the end of the year.

UNIVERSITY OF CALIFORNIA ACADEMIC ENRICHMENT PROGRAMS

The Academic Enrichment Program (AEP) resulted from a special legislative initiative in the 1978-79 Budget Bill which recognized the critical need to involve University faculty in the effort to increase the enrollment of underrepresented groups in postsecondary education. Responding to this initative, MESA-like projects were developed for students who had been in the Early Outreach and were interested in majoring in areas other than mathematics, engineering, and the sciences. Four pilot projects were established and designed to include the participation of traditional outreach administrators, University faculty, secondary school counselors and teachers, professionals from business and industry, community representatives, and parents. The pilot projects are located on the Irvine, Davis, Berkeley, and Santa Barbara campuses. The AEP goals are to assist students to achieve more than the minimal standards for regular University admission and to excel as University undergraduates.

The primary objective of this program is to provide academic enrichment and skill building activities for tenth and eleventh grade students who participated in Early Outreach.

Some of the educational services available to high school students include academic advising, tutorial and learning skills services, college career counseling, parent meetings, campus tours, and summer programs.

The criteria used to select program participants vary from one area to another, but the following guidelines are used to consider all applicants.

1. Students must earn at least a "C" average in all subjects.
2. Students must agree to enroll in both college preparatory courses and in honors courses in their major area of concentration.
3. Students must have and maintain a GPA of at least 2.5 in A to F courses.
4. Students must agree to attend AEP study sessions and other program activities.
5. Former Early Outreach students receive priority consideration.

AEP schools are selected on the basis of the following criteria:

1. Existence of a strong academic curriculum.
2. Significant numbers of Early Outreach participants showing an interest in preparing for a college major in areas other than math, engineering, and the sciences.
3. An active interest on the part of the school administration and faculty.

Funding History

1978-79	*1979-80	1980-81	1981-82	1982-83	1983-84
$180,000 1/	-0-	$192,000	$192,000	$192,000	$192,000

1/ Four projects at $45,000 each during the start-up year.

* The funding provided in the 1978-79 Budget Act was not utilized during that fiscal year by the University for the establishment of the Academic Enrichment Program. The Legislature, therefore, carried the $180,000 appropriation forward to fiscal year 1979-80, without adding additional funding.

Numbers Served

There were 512 students served by the University's Academic Enrichment Program during the 1979-80 year. During 1980-81, 382 students were served at 25 high schools. In 1981-82, 576 students were served at 33 high schools, and in 1982-83, 737 students participated from 44 high schools.

Evaluation Data

The University routinely evaluates its SAA programs. For AEP, one component of the evaluation has been the academic record of participants in A-F courses. When these data were first reviewed, more than 55 percent of the program participants on two campuses maintained a GPA of 2.5 or better. For 1982-83, although the program served more students in more schools, over 55 percent of the participants at 3 of the 4 campuses maintained a GPA of 2.5 or better. Information was not available for one campus; data were based on random samples.

In addition to the annual evaluation, this year an audit of the evaluation system was conducted by an independent evaluation group. That group found that the data furnished and reported generally were valid and reliable and that the evaluation system appears to be a viable and legitimate one for reporting information on SAA programs.

Campus	Academic/ Career Focus	Services Provided	# of Students Served	# of High Schools Served
Berkeley	Business administration/economics	Tutoring, counseling, field trips, summer programs, to stimulate interest in target careers -- use of Learning Assistance Center facilities and resources.	126 (79-80) 53 (80-81) 115 (81-82) 109 (82-83)	7 (79-80) 9 (80-81) 11 (81-82) 12 (82-83)
Davis	Computation/written communication skills	Academic advising, career counseling, academic tutorials, field trips, scholarship incentives.	173 (79-80) 113 (80-81) 99 (81-82) 176 (82-83)	4 (79-80) 4 (80-81) 9 (81-82) 16 (82-83)
Irvine	Writing, humanities/fine arts, computer science/ math	Monthly meetings, joint Partners/AEP summer institute, tutoring, faculty guest lectures and advising, parent meetings and participation in program activities.	130 (79-80) 144 (80-81) 192 (81-82) 222 (82-83)	5 (79-80) 9 (80-81) 10 (81-82) 13 (82-83)
Santa Barbara	Fine arts/humanities	Summer program and employment, enrichment courses in fine arts/ academic year program of: counseling, field trips, tutoring, incentive awards.	83 (79-80) 72 (80-81) 170 (81-82) 230 (82-83)	3 (79-80) 3 (80-81) 3 (81-82) 3 (82-83)

UNIVERSITY OF CALIFORNIA ACADEMIC SUPPORT SERVICES

The University of California campuses offer a broad range of services for students who need help with their course work or with personal problems related to campus life. These services are used by a substantial proportion of the student body (as much as one-quarter on some campuses), and have become an integral part of the University's activities. Since 1976, the University has supplemented the academic support services available to students at large with additional or more intensive services for minority and low-income students. In 1982-83, these activities were supported by $1,248,000 from the jointly funded State/University Student Affirmative Action Program.

The services offered vary somewhat among the campuses, but generally include four basic types of programs: (1) learning skills assistance, including small-group sessions and individual consultation on reading, writing, and study skills such as time management, notetaking, and test preparation; (2) summer transitional programs, varying from week-long orientations to six or eight week academic programs; (3) advising and counseling sessions, including advising on careers and on graduate and professional schools; and (4) tutoring and instructional assistance.

Students' use of most SAA support services in 1982-83 increased over the previous year. Across campuses, the majority of participants were Hispanic (Chicano and Latino), and Blacks were the second most represented group. Freshmen and sophomores were the heaviest users of support services; however, there was a substantial number of upper division students. Students' GPA's covered the full range, but most were in the 2.0 - 3.0 range, suggesting as was the case in 1981-82, that students most likely to seek help are not simply those in academic difficulty, but those who are doing acceptable work and want to reach an above-average level.

The specific number of students using each service varies considerably, depending on the type of service. Because records are kept for each individual program separately, it is impossible on most campuses to determine an unduplicated count of the number of students using all services. The following is a brief summary.

BERKELEY: The Student Learning Center (SLC) provides most of this campus' support services. It served 1,172 EOP/SAA students through its SAA-funded services. This represents an increase of 5.6 percent over the previous year. Of this total, 81.4 percent were from underrepresented minority groups. This is a 3.9 percent increase over 1981-82. The 1,172 students served also represent 56.1 percent of the total number of EOP/SAA students served by SLC through all of its services, regardless of funding source. Tutoring and graduate school information services showed the greatest increases in student participation over 1981-82.

DAVIS: Support services on this campus are provided by the Engineering, English, and Mathematics Departments, and by the Learning Skills and Counseling Centers. Each of these service units involved a different number of

EOP/SAA students, ranging from 145 to 2,171. All but one of these units (Counseling) showed an increase in student participation, ranging from 11.9 percent to 113.1 percent over 1981-82. The Departments of Engineering and Mathematics reported the greatest increase.

IRVINE: Between 424 and 790 EOP/SAA students were served by each of this campus' four major service units: the Tutorial Assistance Program, Learning Skills Center, Office of Special Services, and the Career Planning and Placement Center. The first served as many as it did in 1981-82; the second increased by 21.5 percent; the third decreased by 19.5 percent; and the last decreased by 6.6 percent.

LOS ANGELES: The Academic Advancement Program (AAP) provides all of this campus' support services. Its different service programs involved from 61 to 1,606 EOP/SAA students. The Academic and Personal Counseling unit was used the most, and it showed a student participation increase of 75.7 percent over 1981-82. The Freshman Summer Program and the Tutoring unit showed a decrease in student participation of 2.2 percent and 9.8 percent, respectively. The Peer Advising unit, on the other hand, showed a 36.9 percent increase.

RIVERSIDE: Support Services on this campus are provided through the EOP/SAA Office. During 1982-83, 414 EOP/SAA students were served, an increase of 89.9 percent over the previous year. The Math Program was the most frequently used service, and it showed a student participation increase of 360 percent over 1981-82. No information was available about the class levels and grade-point averages of participants.

SAN DIEGO: The Office of Academic Support and Instructional Services (OASIS) provides this campus' support services. It offers seven SAA-funded service programs: The Academic Success Program, Tutorial Program, Reading Program, Study Skills Program, Writing Program, Language Program, and the Summer Bridge Program. These programs served from 80 to 725 EOP/SAA students during 1982-83. The latter figure represents 70.5 percent of the total number of students served by OASIS through all of its programs, regardless of funding. The first five showed a decrease in student participation ranging from 2.2 percent to 17.9 percent. The Language Program is a new service, and the Summer Bridge Program which is going on its sixth year showed an increase of 92 percent over the previous year.

SANTA BARBARA: Campus support services are dispensed through the EOP/SAA Office. Three service programs are provided: the Summer Transition Program, Tutoring Program, and the Academic Internship/Scholars Program. Each of these programs served between 61 and 214 EOP/SAA students. The Summer Transition Program had a 5.4 percent increase in student participation over 1981-82, the Tutoring Program a decline of 84.4 percent, and the Academic Internship/Scholars Program a 76.3 percent drop in participation.

SANTA CRUZ: Most support services are provided through the EOP/SAA Office, the Student Learning Center, and the Counseling Center. Information was available on four services which involved 104 to 356 EOP/SAA students in 1982-83: Mathematics and Writing Workshops, Orientation, Academic and Personal Counseling, and Peer Counseling. These last two units showed a

decrease in student participation of 40.4 percent and 67.2 percent, respectively, over the previous year. The other units were added this year.

Funding History:

1979-80	1980-81	1981-82	1982-83	1983-84
$1,014,000	$1,266,000	$1,472,000	$1,406,000	$1,266,000

Funding for Academic Support Services is derived from student fees and the State General Fund, with the General Fund paying 75 percent and educational fee revenues paying 25 percent.

Evaluation Data

Not all support services can be easily evaluated. The effects of counseling and advising, for instance, are very difficult, if not impossible to measure. The Office of the President has published two annual reports (in January 1982 and January 1983) entitled "Academic Support Services for Minority and Low-Income Students at the University of California," which include data on the effectiveness of some specific support service programs, notably the summer transition programs and the course-related workshops in mathematics and science. Those available data confirmed the importance of these programs in improving academic performance and persistence rates of participating students.

UNIVERSITY OF CALIFORNIA EARLY OUTREACH PROGRAM

The University began its early outreach effort in 1976 with the Partnership Program. The effort was expanded in 1978 with the University Partners Program. Now called Early Outreach, these programs were designed to enlarge the pool of minority students and students from low-income families eligible to enter the University and to increase the number of applications from eligible underrepresented minority students, thereby increasing the number who enroll in and graduate from the University.

At the junior high school level, the goals of Early Outreach are (1) to increase the number of minority and low-income students who aspire to attend a postsecondary educational institution; (2) to inform them of the admissions requirements of the campus they are considering; and (3) to motivate them to pursue college preparatory work.

At the senior high school level, the goals are (1) to encourage minority and low-income students to enroll in and successfully complete a college preparatory program, and (2) to increase the number of participants who become regularly admissible to the University. This component of Early Outreach assists students who were junior high school participants; frequently, however, it includes other underrepresented and low-income students to the extent that resources permit.

During 1982-83, 443 California public high schools participated in Early Outreach. These schools were selected on the strength of the following criteria:

1. The level of minority student enrollment;
2. The willingness of school officials to participate in the program;
3. The extent to which students in these schools do not receive services similar to those offered by Early Outreach;
4. The extent to which students in the local high schools do not enroll in the University; and
5. The development of an appropriate ethnic mix of students participating in the program.

The criteria used to select program participants vary from one area to another, but the basic guidelines considered for all applicants are:

1. Enrollment in a junior or senior high school;
2. Being a member of an underrepresented group, coming from a low-income family, or both;

3. Potential to benefit from the Early Outreach Program and its activities;

4. Potential for admission to a postsecondary educational institution upon graduation from high school; and

5. Desire to participate in the program.

Early Outreach provides direct academic support and counseling to students who enroll in college preparatory courses upon entering high school. The program helps students complete rigorous academic coursework. Accordingly, its emphasis over the years has been increasingly in tutorial and learning skills services. Participants who do not take college preparatory courses are referred to other outreach programs more closely tailored to their needs and aspirations.

During 1982-83, Early Outreach served 20,384 students from 443 schools who had been selected on the basis of these criteria.

Funding History

1976-77	1977-78	1978-79	1979-80	1980-81
$462,000	$1,162,000	$1,454,000	$1,830,000	$2,030,000

1981-82	1982-83	1983-84
$2,267,000	$2,303,000	$2,303,000

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was shared by the State General Fund (55%) and the University (45%). In 1980-81, the State provided 75 percent of the funding, with the University supporting the remainder. This funding pattern was continued through 1983-84.

Evaluation Data

In 1982-83, the University of California eligibility rate for Early Outreach and AEP was 24.1 percent for the Class of 1983. The Statewide eligibility rate for all students is only 14.8 percent and only 5 percent for underrepresented students. In the Class of '83, 26.5 percent of Early Outreach and AEP graduates enrolled in UC or in the CSU system; 73 percent went on to some postsecondary institution.

With respect to academic achievement, on seven of the eight campuses, 27.8 percent of the participants received average grades of B- (2.51) or above in the A-F courses. At one campus, almost 40 percent of the participants received at least a B- average. For one campus we had no information.

UNIVERSITY OF CALIFORNIA IMMEDIATE OUTREACH PROGRAM

The final phase of the University's student affirmative action outreach effort is its recruitment component, Immediate Outreach. The principal goal of Immediate Outreach is to augment the number of applicants from regularly eligible underrepresented minority and low-income students, and to increase the number of these students who actually enroll in the University of California. The University began this program in 1976 as part of its initial Student Affirmative Action program. The specific program objectives are:

1. To seek out and assist regularly qualified high school seniors and Community College students in making application to the University;

2. To assist former Early Outreach students in their application to the University;

3. To help track the academic progress of current and former early outreach students who enter the University and other postsecondary institutions.

While each of the eight UC campuses administers an Immediate Outreach program, each program varies in scope and in the type of services delivered. The administrative unit responsible for Immediate Outreach services also varies from campus to campus. These services may, for instance, be provided through the Educational Opportunity Program, Student Affirmative Action and/or the Office of Relations with Schools.

While the specific types of services provided vary from campus to campus, they include high school visits, Community College visits, publications, transitional services upon enrollment, cultural activities, campus tours, freshman orientation sessions/seminars, tutoring, career information days, admissions counseling, college motivation nights, summer residential programs, and mini-information conferences and workshops.

All high schools within the campus service area participating in the Early Outreach Program receive the highest priority in Immediate Outreach services. Many other schools throughout the State are also targeted for services based upon high percentages of minority enrollment and demonstrated desire for services by counselors, parents, and students.

Funding History

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
$312,000	$318,000	$401,000	$576,000	$573,834	$596,000	$596,000

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was shared by the State General Fund (55%) and the University (45%). In 1980-81, the State contributed 75 percent of the funding, and the University contributed 25 percent. This pattern was continued through 1983-84.

Numbers Served

The Immediate Outreach program of the University of California provides services to most high schools and Community Colleges throughout California. In 1982-83, Immediate Outreach provided services to 700 high schools and almost all of the Community Colleges. Data are not available, however, on the total number of individuals served through this program for two reasons. First, the Immediate Outreach program attempts to reach its goals by identifying targeted schools, not students. Then schools are selected, in part, because of the relatively high percentage of underrepresented students they enroll. Therefore, it is appropriate to evaluate Immediate Outreach in terms of its success in reaching targeted schools and in providing needed services.

Second, efforts to obtain the total number of students served by Immediate Outreach result in an unknown number of duplicated counts. This is unavoidable because of the manner in which campuses provide Immediate Outreach services.

Evaluation

As stated earlier, Immediate Outreach attempts to reach its goals by identifying targeted schools and providing appropriate services. Because Immediate Outreach is a statewide recruitment effort, the type of impact data available for Early Outreach and AEP are not appropriate. The Office of the President, in the Student Affirmative Action Five-Year Plan, outlines priorities for the selection of Immediate Outreach schools and states the need for more coordination between recruitment done through the EOP/SAA offices and that done by the Office of Relations with Schools.

As the number of new students from underrepresented groups increases systemwide, it appears that many campuses are reaching the appropriate schools and providing the needed services. What must be assessed is the extent to which more schools should be targeted and services expanded.

CALIFORNIA STATE DEPARTMENT OF EDUCATION,
SPECIAL PROJECTS UNIT

University and College Opportunities Program (ESEA Title IV-C)

Title IV-C of the federal Elementary and Secondary Education Act provides funding for local educational agencies to develop and field test new models, techniques, strategies, and solutions to current educational problems. While any of the identified project categories can be directed toward the needs of ethnic minority and low-income students, the California State Board of Education has reserved funding for projects which deal with the preparation of minority students for successful college and university performance. Through the framework of the University and College Opportunities Program, 10 grants were awarded in 1979 to educational agencies with the general goal of increasing the number of students from underrepresented groups who are eligible for and enroll in a four-year college or university. The specific objectives of the projects included the following:

1. Participating students complete a college-preparatory curriculum which meets the University of California's minimum entrance requirements;

2. Project staff and school faculty develop special teaching skills and be knowledgeable about strategies for meeting the unique needs of potentially high-achieving minority students;

3. All parents (guardians) of participating students be knowledgeable about college academic requirements and be supportive of their children's participation in the college preparation program; and

4. Participating students be aware of their career interests and what academic preparation is required for each such career.

Due to the competitive nature of IV-C funding and the annual application process, 6 of the 10 projects were funded as third-year replication projects in 1981-82. Each funded site replicated its program at a new high school site with little new money in addition to the previously funded sites. Chapter 1298, Statutes of 1982, Education Code Section 54700 of Senate Bill 968 has given the program the tool to implement the University and College Opportunities Program by allowing redirection fo existing categorical funds to develop such programs. The State Board of Education has enthusiastically endorsed the regulations that support and encourage this program. The nine projects, as selected by the State Department of Education, for 1982-83 were:

	1982-83
1. Compton Unified Schools Served 800 Students	$148,000
2. Oakland Public Schools Served 180 Students	$ 37,000
3. Pasadena Unified Schools Served 162 Students	$ 30,000
4. Inglewood Unified School District Served 450 Students	$ 67,000
5. Salinas Union High School District Served 400 Students	$ 38,000
6. Stockton City Unified Schools Served 150 Students	$ 25,000
7. Berkeley Unified School District Served 240 Students	$ 37,500
8. Eastside Union School District Served 500 Students	$100,000
9. Center Joint Union School District Served 300 Students	$ 34,000

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

A state agency created in 1974 to assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs through statewide planning and coordination.

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